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ABSTRACT

The Connecticut Valley Libraries (CONVAL) is a consortium formed by the librarians of seven New England liberal arts colleges in order to use cooperative measures to make better use of library resources in the face of rising costs of materials and the increasing amount of materials needed in college libraries. A survey indicated strengths of the collections and identified special interests or unique holdings. The survey showed that, although there was great homogeneity among the collections, there was also considerable diversity among the special and unique holdings. Included in the recommendations for effecting cooperation through CONVAL were: CONVAL librarians actively participate in all aspects of academic planning; CONVAL be incorporated; each CONVAL library contribute equally to its maintenance; each library write an acquisitions policy statement; interlibrary loan privileges be extended to all classes of borrowers within the consortium; the CONVAL Director investigate the use of other storage facilities and make compacts with large libraries for access to their collections; teletype units be installed in all libraries and fully exploited in interlibrary lending; all libraries adopt the Library of Congress classification system and that Dartmouth be designated as the CONVAL Research Center for Automation. (NH)

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FINAL REPORT

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A PROGRAM FOR THE COOPERATIVE ACQUISITION AND USE OF LIBRARY MATERIALS OF SEVEN NEW ENGLAND LIBERAL ARTS COLLEGES (CONVAL) BASED ON AN ANALYSIS OF THEIR COLLECTIONS

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June 1970

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Preface

Library surveys are generally imprecise instruments, whether the intention is to quantify the holdings or to judge the quality thereof. This Report is no exception. There are no workable standards by which all library materials in all libraries can be counted, and the presumably more difficult problem of evaluating subject collections is virtually untouched. The author wishes to acknowledge that he is as unqualified to offer an acceptable method for counting library materials after completing the study as he was before, and that his non-expert stature in any subject field has not changed considerably. It is hoped, however, that the comparative information provided for these particular academic libraries might be refined and revised for their own use, and that better methods will evolve and be adopted by additional libraries.

The lapse of a few weeks or months can seriously impair the accuracy of quantitative data. It is also possible, within a short time, to make notable improvements in book collections and to change the emphases. Although the information on the collections was revised during the final writing, it will be dated and undoubtedly incorrect.

Acknowledgments

During the period in which most of the data were collected and the preliminary drafts of this Report were written, the author was employed as the Science Librarian at Wesleyan University in Middletown, Connecticut. Before the Report was completed, he accepted the position of University Librarian at Western Carolina University in Cullowhee, North Carolina.

The CONVAL Librarians and their professional staff members spent countless hours in discussing and describing the contents of their libraries, and often provided insights into some of the problems related to academic library cooperation. A debt of gratitude is owed to them. Special thanks are due to Donald B. Engley, the Librarian of Trinity College and the Project Coordinator, and to Wyman W. Parker, the Librarian of Wesleyan University, who provided advice and assistance on collecting and assembling the data.

Summary

The librarians of seven New England liberal arts colleges - Amherst, Bowdoin, Dartmouth, Smith, Trinity, Wesleyan, and Williams - formed a consortium known as the Connecticut Valley Libraries (CONVAL) which would undertake cooperative measures to make better use of library resources in the face of rising costs of materials and the increasing amount of materials considered necessary in college libraries.

A Survey was conducted for the purposes of indicating strengths of the collections through a quantitative count, and special interests or unique holdings were to be identified through a qualitative survey of the collections. Additional information was provided on subjects not adequately represented in the consortium, the acquisition policies with respect to research materials, and the discarding or retention of materials.

The results of the Survey showed that, although there was great homogeneity among the collections by relative subject strength, there was also considerable diversity among the special and unique holdings. Because of the general quality of the collections, and because the libraries had individually sought out sources of materials or had begun active participation in other cooperatives, it was concluded that CONVAL could benefit its own members and other libraries and cooperatives in the region.

Included in the recommendations for effecting cooperation through CONVAL were: That the CONVAL librarians participate actively in all aspects of academic planning; that CONVAL be incorporated, a Director appointed and an office staff employed; that each CONVAL library or college contribute equally to its maintenance and that its continuation be guaranteed for five years; that each library write an acquisitions policy statement, based on its academic programs, which would make the assignment of collecting responsibilities and relocation of materials possible; that some libraries assume the responsibility of collecting now in noncompetitive subject specialties and areas; that inter-library loan privileges be extended to all classes of borrowers within the consortium and that serious scholarship requiring use of the collections within CONVAL be underwritten; that the CONVAL Director investigate the use of other storage facilities in the region and make compacts with large libraries for guaranteed access to their collections for CONVAL members; that teletype units be installed in all libraries and that the existing units be altered to permit intra- and inter-state transmission to all member libraries, and that teletype be fully exploited in inter-library lending, reference, and necessary communication among the libraries; that all libraries adopt the Library of Congress classification system or complete the reclassification projects quickly; and that Dartmouth be designated as the CONVAL Research Center for Automation.

I

Introduction and Background of the Study

In the winter of 1941, the librarians of six New England liberal arts colleges, including Amherst, Mount Holyoke, and Smith in Massachusetts and Connecticut College for Women, Trinity, and Wesleyan University in Connecticut, met in a series of conferences they referred to as "The Connecticut Valley Project." Fremont Rider, who was then the librarian at Wesleyan University, stated that because of the geographical proximity of the colleges, their fairly homogenous educational standards, and the similarities in size and scope of the libraries, it was agreed that the libraries should:

> "1. Make a union author catalog of their holdings and then make multiple copies of this catalog, in either card or book form, so that each of the six libraries might have one or more copies of it available.
> 2. Stimulate a much broader development of interlibrary loans among the six members of the group by arranging for the easy daily interchange of books, by motor truck or otherwise.
> 3. Avoid the unnecessary duplication of little-used research items already held by one or more member libraries."[1]

In recounting the history and demise of the Project, Rider attributed the latter to the lack of unanimity among the librarians concerning the real worth and workability of the proposals. After considerable time was spent in analyzing the various book collections, the proposals were shelved indefinitely. Other contributing factors, according to Rider, were the lack of involvement and cooperation of the governing bodies and faculties of the colleges, without whose approval no action could have been taken, and the lack of reliable cost estimates for the proposals. The group divided into two parts, according to state boundaries (the distances between some of the colleges was another contributing factor to the lack of support for the Project) and met no more formally.[2]

The librarians of four of these same colleges - Amherst, Smith, Trinity, and Wesleyan - joined with the librarians of Bowdoin, Dartmouth, and Williams in 1967 to form a consortium known as the "Connecticut Valley Libraries" (CONVAL) whose objectives would be to find ways to share existing resources, to avoid unnecessary and costly duplication, and to jointly acquire and house materials. Precedents for cooperation among these libraries had been established through the earlier Project and through the continuing meetings of the librarians of the Pentagonal Colleges (Amherst, Bowdoin, Dartmouth, Wesleyan, and Williams) as well as through the routine intercourse between and among

the libraries. The historic base of support for CONVAL appeared strong enough to extend the topographic province of the Connecticut River Valley westward to the Berkshires and eastward to the Atlantic; although dispersed geographically, the individual and collective wealth of the bibliographic resources and the cooperative services and efforts in which the libraries participate warrant a potential for development that overrules the obvious limitations imposed by distance.

A grant was received by CONVAL from the HEW for the purposes of studying and recommending means of cooperation among the libraries, and the application on which the grant was awarded served as a valuable framework for conducting the study. The first phase was to be a Survey of the collections that would include: 1. A quantitative volume count by subject to delineate the major subject strengths of common interest. 2. A qualitiative evaluation of the collections by subject to describe or denote special or unique materials. 3. The identification of important subjects not adequately represented within the consortium. 4. Information on the policies and practices of the libraries with respect to the acquisition of research materials. 5. Information on the policies regulating the retention or discard of library materials.

Based on the findings and interpretations of the Survey, a Program for Action was to be developed, and would include: 1. Assignments of collecting responsibilities. Libraries found strong in certain areas would presumably maintain those interests, but such collecting responsibilities might be assumed by other member libraries under conditions of discontinued interest or lack of funds. Extensive duplication was to be reviewed for possible elimination or division of areas of responsibility, and allocations for collecting in areas inadequately represented were to be made.2.Expansion of interlibrary loan. Policies of great flexibility, including block loans of materials or the temporary transfer of materials for extended periods and reciprocal privileges for all borrowers were suggested. 3. Improvement of communications and delivery between and among the libraries. Consideration was to be given to the expansion of the teletype networks in which the Bowdoin, Dartmouth, Trinity, and Wesleyan libraries participate, and to the development of a round-robin delivery system. 4. Relocation of collections. The relocation of little-used materials, within or without the system, was to be considered, including the sale, transfer, or exchange of materials to augment existing strengths. 5. Joint storage of materials. An economical storage center for little-used materials of research interest, in view of the inevitable growth of academic libraries, was to receive attention. 6. Joint acquisition of materials. This might include materials by subject or by format, and might be housed in one or more locations.

The methods used, the problems, and the findings of the Survey will be presented in Part II and the conclusions and recommendations will be presented in Part III. All points of the Survey and the Program for Action will be addressed, and others will be introduced.

Cooperation between and among academic libraries is more studied than practiced and more praised than analyzed. The many proponents oversimplify it, regarding it as a simple, onetime prescription, not taking into account such factors as the dynamic nature of the in-

stitutions, changing personnel, institutional pride and independence.

The practitioners view cooperation as a continuing, trial-and-error process, with goals and programs that require frequent review and evaluation. It is full of pitfalls, among them the lack of realistic goals, which results in frustration and impatience, the lack of proper funding, which creates divisions among the participants in their abilities to support the programs, and the lack of administration if the program is large enough to require a separate staff or if it requires extra staff time that must be absorbed by the individual library staffs.

It may be that the frequently-cited reasons for the desirability or necessity of cooperation - the rising costs of materials and services, especially for those materials and services that are or are presumed to be duplicated - help to point up the pitfalls, in anticipation of instant economies. The emphasis for cooperation might be placed instead on the inter-dependence of libraries. No one library, regardless of its size, is complete, or ever will be. If the goal of cooperation were expressed as a means of gaining access to the world's printed resources, priorities and costs might then fall into line.

The emergence of several inter-institutional consortia that cooperate on broad bases, including the allocation of courses and programs, the exchange of students, joint faculty appointments, and shared administration is a welcome sign that the concept of academic cooperation is being put into better focus, yet the notion that academic cooperation is the onus of libraries is the most prevalent. "Duplication" seldom refers to two completely-equipped chemistry laboratories on adjoining campuses, each used for six hours per day, or to the five urban studies programs offered by five colleges within a fifty-mile radius, but most often to the books and periodicals that were purchased to support the courses in chemistry and the programs in urban studies.

Academic libraries are not autonomous, and can achieve only limited success in cooperation if working in relative isolation of the central authority of their institutions. Fremont Rider cited the non-involvement of the administrations and faculties at an appropriate time as one reason for the failure of "The Connecticut Valley Project," and Robert B. Downs recently summarized the primary difficulty in effecting substantive academic library cooperation:

> "The success of programs of library cooperation in universities, it ought to be realized, must depend principally upon the institutional attitudes, especially in the willingness to rationalize graduate and research activities. Libraries can hardly go farther than their parent universities are willing to go. Universities must specify in detail, therefore, their fields of primary interest prior to having their libraries reach understandings for specialization."[3]

A basic recommendation is made at this point. The CONVAL librarians should participate in the deliberative and planning sessions of the Fourteen College Program, the Four College Program, the Pentagonal Colleges, and other such groups in which one or more CONVAL library is involved, and the individual librarians should participate to a greater degree in their local administrative and educational planning. The vehicles for more comprehensive cooperation among these colleges exist, and the inclusion of the CONVAL libraries would complement the cooperation to the degree of relating programs to known resources in the libraries.

1. Rider, Fremont. "Real co-operative cataloging - the concrete approach," Library Quarterly 13 (Apr. 1943) p. 4.
2. Ibid., p. 5.
3. Downs, Robert B. "Future prospects of library acquisitions," Library Trends 18 (Jan. 1970) p. 417.

II

The Survey: Methods, Problems, and Analysis

Background information on the CONVAL colleges and libraries was gained through reading the college catalogs, bulletins, annual reports of the libraries, library handbooks and guides, and related material. Obvious similarities and differences were noted. Bowdoin, Dartmouth, and Williams were founded before the 19th Century; Amherst, Trinity, and Wesleyan during the 1820's; Smith, founded in 1875, was a relative newcomer and primarily a women's college, the others largely all-male. The governance was similar, enrollments were generally small, academic standards high and emphasis was placed on individual study. Amherst-Smith and Trinity-Wesleyan formed pairs, and the pairs were about seventy miles apart. Williams was located about forty miles west of Amherst-Smith. Bowdoin and Dartmouth seemed relatively remote from other CONVAL colleges. Trinity was the only college in an urban setting.

Because of its Associated Colleges in Medicine, Business Administration, and Engineering and its doctoral programs in the sciences, Dartmouth had achieved university status in fact if not in name. Its libraries contained almost twice the number of volumes of Smith and Wesleyan, and three times the number of the other CONVAL libraries. Wesleyan had recently begun limited doctoral programs in the sciences. Smith offered a few of its own advanced degrees, and, with Amherst and other institutions in the area, participated in awarding joint doctoral degrees. All the libraries had large collections in terms of the usual standards applied to colleges, and special collections, including rare books, were prominent in all. All but two of the libraries, Amherst and Smith, had either adopted or were changing to the Library of Congress classification system. Information on the library budgets indicated that allocating book funds to departments was common to most of the libraries.

An initial meeting was held with the CONVAL librarians in September, 1969 to discuss and devise suitable methods for collecting the data and for scheduling visits to the various libraries. The general plan for collecting information was to provide a flexible framework in which the librarians could respond to questions about the collections without creating unnecessary work, to have the data compiled and translated in terms common to all, and to provide the information pertinent to the Survey accurately and in a convenient format. Information would be collected by letter, questionnaire, informal interviews with the librarians and their staffs, and by counts and evaluations made at the libraries by the Project Director.

Quantitative count of the collections by subject. Because the Library of Congress classification system was used by five of the seven libraries, the volume count by subject was made according to the divisions in the Library of Congress Outline Scheme of Classes. A copy of the Outline was sent to each librarian, indicating suggested degrees of specificity (Appendix A) and a covering letter indicated that expansion or compaction of classes might be required for individual libraries. The

letter also asked that the Outline be annotated to depict areas of particular strength and to indicate interrelationships between the L. C. system and the local schemes. The letter asked, in addition, for budgetary information for the past five years, showing the total book budgets and departmental allocations, and for information on the present collecting interests. (This information will be introduced under the Qualitative evaluation.)

Accompanying the letter and the Outline was a questionnaire (Appendix B) which was designed to supplement the qualitative data and to explore the effectiveness of and the patterns of existing cooperation. The information derived from Appendix B, 1a-b is summarized under the Qualitative evaluation; the counts of documents Appendix B are discussed in appropriate sections.

The methods used to obtain the volume counts varied. A volume count has been conducted at Williams a few months prior to the survey, and to this total the government documents and the holdings in the Chapin Library were estimated in the appropriate subject classes. Amherst and Smith made conversions from Dewey to the L. C. classes in varying degrees of specificity, yet fairly consistent. Bowdoin attempted a title count from shelf-list cards multiplied by 1 1/4, a commonly-accepted technique for equating a volume count, but found that the count was well below known totals. A recount was made, this time including the unclassified periodicals and government documents, resulting in a reliable total count. Some difficulty was experienced at Trinity in assigning the Watkinson Library holdings to the L. C. classes but the results were fairly accurate. To be consistent, Trinity later added its unclassified documents to the appropriate classes. An earlier title count of the shelf-list made at Wesleyan was used as a base equating the volumes using the 1 1/4 multiplier, but the technique was found inadequate for subjects with large serial files, and the previous title count was inaccurate on most of the totals (this conversion was made from the Cutter system to Dewey, and then to L. C.) The most difficult to count was the Dartmouth collections, due in part to the total size and the complexity of another classification system. Although the exactness of the total counts is not known, because of the gains and losses by subject in conversions of blocks of materials to L. C. from other systems, Table 1 is reliable enough to indicate strengths by broad subject areas. Table 2, which extracts the ten largest volume counts by subject, indicates a high degree of homogeneity among the libraries, with history, English and American literature, economics, political science, Romance literatures, and other languages and literatures common to all seven, followed closely by religion, art, generalia, and the biological sciences. The high volume count in generalia indicates basic bibliographical strength in reference works, including guides and handbooks to book collections, serial publications in the arts and sciences, and other such materials that are indicative of maturity of the collections. It is likely that a more exacting count by the L. C. schedule would have displaced some of the materials from geography to history and from political science to sociology, which would have affected the totals to the point of showing all libraries strongest in history and admitting sociology to ranking positions in two or three more

libraries. Notable because of the high volume counts and uniqueness to CONVAL are the music collection of Smith and the medicine and engineering collections of Dartmouth.

The data on the collections were slow to gather and assemble, due in part to the lack of structure for its collection and in part to the incompatibility of the data provided. At a subsequent meeting with the CONVAL librarians, it was decided to focus the attention on those subjects of the most common interest to all the libraries, based on the relationships between those subjects and the curricula. It was believed that a new questionnaire would provide more uniform responses.

Table 1

Estimated Volume Counts, Excluding Non-Book Materials

1. By Subjects, totals for All Libraries. 2. By Subjects, Individual Libraries. 3. Total volumes, All Libraries. 4. Total volumes, Individual Libraries.

1	2 Amherst	Bowdoin	Dartmouth	Smith	Trinity	Wesleyan	Williams
General, Bibliography, Library Science (A,Z) 224,800	37,800	8,800	68,000	20,000	26,700	27,400	36,100
Philosophy (B-BD; BH-BJ) 65,300	9,400	9,200	15,000	9,000	7,900	9,100	5,700
Psychology (BF) 51,300	5,000	5,800	13,000	12,000	4,200	7,300	4,000
Religion (BL-BX) 156,400	18,100	18,200	38,000	17,500	24,000	24,600	16,000
History (C-F) 601,000	76,800	65,300	172,000	90,000	59,700	82,000	55,200
Geology, Geography (G-GC; QE-QH) 94,100	5,800	6,800	30,000	12,200	7,700	24,000	7,600
Anthropology (GF -GT) 37,400	3,900	2,700	9,000	13,100	3,700	4,000	1,000
Physical Education (GV) 19,800	1,600	1,400	7,000	4,500	2,500	2,600	200

Table 1, cont.

1	2 Amherst	Bowdoin	Dartmouth	Smith	Trinity	Wesleyan	Williams
Social Sciences (H) 17,800	2,000	1,200	6,000	3,000	1,000	3,600	1,000
Statistics (HA) 16,900	1,000	1,000	5,000	6,000	1,200	1,900	800
Economics (HB-HJ) 293,800	24,000	48,700	70,000	55,000	32,100	33,000	31,000
Sociology (HM-HX) 69,400	9,000	9,100	20,000	10,000	8,900	7,800	4,600
Political Science, Law (J, K) 262,100	15,600	47,800	70,000	30,000	36,500	43,000	19,200
Education (L) 85,400	6,000	12,100	16,000	21,000	18,700	7,000	4,600
Music (M) 85,400	6,500	6,800	11,000	39,000	3,300	11,000	7,800
Art (N) 130,000	16,000	8,500	33,000	30,000	16,100	12,000	14,500
Languages, Literature (P-PM) 165,300	17,500	13,000	48,000	40,000	16,500	17,000	13,300
Literary History (PN) 53,600	5,000	3,000	15,000	10,000	7,600	6,200	6,800
Romance Literature (PQ) 210,900	22,400	20,700	65,000	50,000	15,100	24,100	13,600

Table 1, cont.

1	2 Amherst	Bowdoin	Dartmouth	Smith	Trinity	Wesleyan	Williams
English, American Literature (PR, PS) 460,200	46,800	43,700	120,000	100,000	34,000	90,300	25,400
Teutonic Literatures (PT) 88,100	12,500	7,600	25,000	18,000	6,400	11,000	7,600
General Science (Q) 45,600	3,500	6,700	10,000	6,800	6,500	7,000	5,100
Mathematics (QA) 51,300	3,000	8,400	14,000	6,000	3,700	11,500	4,700
Astronomy (QB) 21,300	2,700	2,800	4,000	3,000	1,900	4,800	2,100
Physics (QC) 60,200	5,200	7,600	12,000	9,000	5,000	12,300	9,100
Chemistry (QD) 55,400	3,800	4,500	14,000	11,000	3,600	12,100	6,400
Biological Sciences (QK-QR) 105,400	11,300	13,000	25,000	21,000	10,400	14,500	10,200
Medicine (R) 72,700	2,900	5,300	50,000	2,800	7,000	2,100	2,600
Agriculture (S) 17,700	900	6,500	5,000	2,000	1,200	1,500	600

Table 1, cont.

1	2 Amherst	Bowdoin	Dartmouth	Smith	Trinity	Wesleyan	Williams
Engineering, Technology (T-TX) 66,200	3,100	9,000	30,000	2,800	13,000	6,600	1,700
Military, Naval Science (U, V) 16,200	900	2,900	6,000	1,000	1,900	2,000	1,500
3. 3,701,100 4.	380,000	408,100	1,026,000	655,700	388,000	523,300	320,000

Table 2

RANKINGS BY TEN LARGEST SUBJECTS FOR ALL LIBRARIES AND FOR INDIVIDUAL LIBRARIES

	All Libraries	Amherst	Bowdoin	Dartmouth	Smith	Trinity	Wesleyan	Williams
General, Bibliography, Library Science (A,Z)	(5) 224,800	(3) 37,800		(5) 68,000	(10) 20,000	(5) 26,700	(5) 27,400	(2) 36,100
Philosophy (B-BD; BH-BJ)			(9) 9,200					
Religion (BL-BX)	(8) 156,400	(6) 18,100	(6) 18,200	(8) 38,000		(6) 24,000	(6) 24,600	(6) 16,000
History (C-F)	(1) 601,000	(1) 76,800	(1) 65,300	(1) 172,000	(2) 90,000	(1) 59,700	(2) 82,000	(1) 55.200
Geology, Geography (G-GC; QE-QH)				(10) 30,000			(8) 24,000	
Economics (HB-HJ)	(3) 293,800	(4) 24,000	(2) 48,700	(3) 70,000	(3) 55,000	(4) 32,100	(4) 33,000	(3) 31,000
Sociology (HM-HX)			(10) 9,100					
Political Science, Law (J, K)	(4) 262,100	(9) 15,600	(3) 47,800	(3) 70,000	(8) 30,000	(2) 36,500	(3) 43,000	(5) 19,200
Education (L)			(8) 12,100		(9) 21,000	(7) 18,700		
Music (M)					(6) 39,000			
Art (N)	(9) 130,100	(8) 16,000		(9) 33,000	(7) 30,000	(9) 16,100		(7) 14,500
Languages, Literature (P-PM)	(7) 165,300	(7) 17,500	(7) 13,000	(7) 48,000	(5) 40,000	(8) 16,500	(9) 17,000	(9) 13,300
Romance Literature (PQ)	(6) 210,900	(5) 22,400	(5) 20,700	(5) 65,000	(4) 50,000	(10) 15,100	(7) 24,100	(8) 13,600
English, American Literature (PR, PS)	(2) 460,200	(2) 46,800	(4) 43,700	(2) 120,000	(1)100,000	(3) 34,000	(1) 90,300	(4) 25,400

Table 2, cont.

	All Libraries	Amherst	Bowdoin	Dartmouth	Smith	Trinity	Wesleyan	Williams
Teutonic Literatures (PT)		(10) 12,500						
Biological Sciences (QK-QR)	(10) 105,000		(7) 13,000		(9) 21,000		(10) 14,500	(10) 10,200
Medicine (R)				(6) 50,000				
Engineering, Technology (T-TX)				(10) 30,000				

Qualitative evaluation of the collections. The new questionnaire (Appendix C) was designed with the assistance and concurrence of two CONVAL librarians. Because subjects as defined by the L. C. schedule and as defined by departmental structure or interest are not always compatible, the approach was to identify those subjects within the L. C. schedule and to relate them to the departmental interests. For example, History and the History of Science are separate subjects in the classification schedule, yet the instruction in the history of science was generally offered through the history departments, so the two were paired. Classics, defined departmentally, includes materials in history, language and literature. Drama was extracted from a larger literature classification, while Physics was self-contained in one class number.

The names of the subjects or departments, the estimated number of volumes and the inclusive L. C. class numbers, the number of current periodical subscriptions, and the latest budget information were supplied for each library by the Project Director from the data already compiled (Appendix C, 1-2.) The librarians were asked to indicate the degrees offered, as this information was often lacking in the printed sources. The ratings of the adequacy of the collections in support of the degrees and programs (Appendix C,3) were to be made by the librarians (or faculty members) and reviewed by the Project Director during the second round of visits to the libraries.

The information sought in parts 4, 5, 6, and 9 of Appendix C had been requested previously by letter, but was more specific in this questionnaire. The responses to these same parts ranged from several blank spaces to many "Yes," "No," and "Don't know" replies to carefully-prepared statements on the status of the collections. The responses from Smith and Williams, which had been prepared by the faculty members, were generally more specific than the others, although the range varied by subject. Bowdoin and Trinity responded most consistently to each subject and part of the questionnaire.

There were few responses to part 7 that indicated unique holdings. Most titles so listed were held by most of the other libraries (among the favorites was Migne's Patrologia) and it appeared that if this approach were pursued it would result in little more than a listing of standard titles showing more likeness than diversity. An indirect result of this part of the questionnaire was the circulation among the CONVAL libraries of the microform holdings of Amherst, Wesleyan, and Williams.

Three libraries offered materials for deposit in other libraries (part 8.) Two offerings were collections of little-sung hymns.

Table 3, the Survey of the Collections, is the main body of the qualitative evaluation of the collections. The Project Director rejected the notion that such a survey could provide a comprehensive accounting of seven libraries, an onerous task which seven card catalogs representing 700 years or more of labor could not do, and attempted to pay attention to the age of the collections, their currency, the levels of financial support, and the instructional and research interests in the belief that these factors are more befitting the dynamic nature of scholarship and of libraries. Surveys that consist of selecting twenty titles from as many standard bibliographies, followed by a

check for their inclusion in a library or libraries seems specious, as it concentrates the attention on too few titles.

The information provided in Table 3 was derived from the questionnaires, from printed sources (especially guides to special collections) and from the observations of the Project Director made at the libraries. The information is more descriptive than evaluative and the treatment of the various subjects is uneven. This unevenness is accounted for generally by the fact that undergraduate collections often do not have special strengths, especially those for relatively new programs. Certain subject areas, such as History and English literature, are repositories of special materials in the CONVAL libraries that warrant full description, as opposed to the sciences, in which the library holdings and interests are of more common accord.

Revisions of the information were made by the CONVAL librarians before Table 3 assumed its final format. Current budget information was excluded from it but is summarized in Table 4, which provides a five-year allocation or expenditure by subject for each library. With judicious interpretation, Table 4 might serve as a general guide to indicate the financial support required for undergraduate and some advanced programs. The information derived from Appendix B, 1a is included in Table 3 by subject. Total periodical subscriptions for all libraries (excluding Dartmouth, which maintains serial subscriptions undifferentiated by subject) has been compiled, but the second part of the question on the increases in subscriptions (Appendix B, 1b) could not be provided accurately by Smith or Wesleyan. Table 5 shows the increase or decrease in periodical subscriptions for the past five years for the other four CONVAL libraries. It was presumed that greater increases in the subscriptions to scientific periodicals would appear; for these four libraries, this was not true, but comparable information from Dartmouth and Wesleyan for this same period would probably have indicated greater increases in the scientific periodical subscriptions because of the doctoral programs.

The data collected on government documents (Appendix B, 2) is discussed under Political Science and History in Table 3, information on non-book materials (Appendix B, 3) is included under the appropriate subject, and information on cooperation, if it involves the acquisition of materials, is discussed under various subjects in Table 3.

Table 3

SURVEY OF THE COLLECTIONS

1. Degrees (s) offered. 2. Estimated number volumes by subject. 3. Estimated number current periodical subscriptions by subject or department. 4. Evaluation of resources for degree programs or research: U - undergraduate; M - masters; D - doctoral; F - faculty research. Lower case letters indicate below average, average, above average.

Anthropology

	1	2	3	
Amherst	BA	3,900	13	U-a; M-ba; D-ba; F-ba
Bowdoin	None	2,700	10	U-a
Dartmouth	BA	9,000	60	U-aa; F-aa
Smith	BA	13,000	a	U-aa; M-a; D-a
Trinity	None	3,700	3	e
Wesleyan	BA, MA	4,000	44	U-aa; M-a
Williams	None	1,000	6	U-ba; M-ba; D-ba; F-ba

Amherst Relatively new program, somewhat stronger in physical anthropology, and developing holdings in social anthropology. General works on culture and ethnology.

Bowdoin Reasonably good coverage of American Indian and substantial holdings on pre-Columbian archeology.

Dartmouth Generally strong in cultural anthropology of North and South America, with special emphasis on the Eskimo.

Smith Historically strong in folklore, customs, and materials on American Indians. Recent interests include India, Japan, and China.

Trinity Watkinson Library includes collections in folklore, demonology, and gipsies, and extensive historical materials on American Indian languages.

Wesleyan Emphases on cultural anthropology, especially linguistics and ethnomusicology (see under Music.)

Williams Instructional interests in Latin American and Afro-American studies, culture and personality.

Art

	1	2	3	4
Amherst	BA	16,000	45	U-aa; M-a; D-a; F-a
Bowdoin	BA	8,500	19	U-aa
Dartmouth	BA	33,000	300	U-aa; F-aa
Smith	BA, MA, MFA, MAT	30,000	298	U-aa; M-aa
Trinity	BA	16,100	51	U-a; F-ba
Wesleyan	BA, MA	12,000	83	U-aa
Williams	BA	14,500	25	U-aa

Amherst Strength reported in all periods of French art. Graphic arts represented by strong collection on history of printing. Special interest in Harbor, Mosher, Gehenna, and Cummington Presses, and in Connecticut Valley and Western Massachusetts printing. Papers of George Bellows in Special Collections.

Bowdoin Relative strengths noted in porcelain, Greek pottery, pre-Columbian art, and 19th Century English architecture. Catalogs for many major private collections held. Present interests in art history, urban planning, and architecture. Graphic arts holdings include all major works on book-binding and works of Maine presses, notably Anthoensen, Mosher, and Southworth.

Dartmouth Substantial holdings in all periods and aspects of traditional Western art, with outstanding bibliographical, serial, and general reference resources. Collections in Oriental art developing. Graphic arts materials document history of book publishing; Press-Book Collection of 4,000 items ranges from Aldus, Plantin, and Elzevir to more inclusive editions from Henry Daniel, Kelmscott, Vale, and Ashendene Presses. American book art collecting interests include the Village, Merry-mount, Copeland and Day, Anthoensen, Stone and Kimball, Lakeside, Grabhor, Gehenna, and Stinehour Presses. World War II Posters Collection include about 500 posters, with some drawn by Ben Shahn, Thomas Benton, and other noted artists.

Smith Special strengths in Greek, Medieval, Renaissance, Chinese, and Japanese art. Current interests in same fields and including Roman art and architecture, and Rembrandt. Collections developing in modern and American art, typography, and film as art form. Graphic arts history represented in Rare Books Room from incunabula to present, with large Gehenna Press collection.

Trinity Previous emphasis on studio art; accelerated building of art history collection within past five years. J. Cleveland Cady Collection includes 300 volumes of late 19th-early 20th Century European and American architecture. Watkinson Library includes over 300 volumes on Oriental art and Cruikshank Caricature Collection. Representative collection of graphic arts; early printing and book illustration represented by 200 incunabula and over 2,000 16th Century European imprints. Adajio, Baskerville, Gehenna, Hawthorn House, Mosher, and

Three Mountains Presses along with Hartford imprints of special interest.

Wesleyan — Special strength in works catalogs of major graphic artists and materials on the history of printing and techniques in the regular collection. Good bibliographical, reference, and studio periodicals holdings. Current interests include studio art, graphics printing, film as art form. Library, papers, designs and sketches of Henry Bacon major resource. Art history collection being expanded. Print collection in Davison Art Center covers field from early 15th Century to present (over 12,000 prints) and 18th-19th Century Japanese woodcuts (400) recently acquired. History of printing represented by about 200 incunabula, numerous copies of fine bindings, and selected works of the Ashendene, Vale, and other presses.

Williams — Strengths reported in classical art, medieval architecture and sculpture, German Baroque art and architecture, and modern art. Collection development is now influenced by the emphasis of the Library of the Sterling and Francine Clark Art Institute in Williamstown. In preparation for a cooperative graduate art history program to begin upon completion of construction now under way, that library is engaged in building a comprehensive collection covering European painting, drawing, and sculpture from the close of the Middle Ages to the end of the 19th century. With the libraries of the Duveen Brothers and the Dutch art historian W. R. Juynboll as a nucleus continuing acquisitions have brought the holdings to an estimated 40,000 volumes (at the Clark Institute Library.) Special strength in graphic arts represented by more than 530 incunabula, over 200 illustrated bird books, over 1,200 editions of fine printing (Kelmscott, Doves, Ashendene, Nonesuch, Mosher, and other presses) many works on the making of the book, and some 3,000 items of American and foreign typographic ephemera in the Chapin Library.

Astronomy

	1	2	3	4
Amherst	BA, MA, PhD[b]	2,600	32	U-aa; M-aa; D-a; F-a
Bowdoin	None	2,700	9	U-a
Dartmouth	None	4,000	15	U-a; F-a
Smith	BS, MS, PhD[b]	3,000	15	U-a
Trinity	None	1,900	13	U-a; F-a
Wesleyan	BA, MA, PhD[c]	4,800	71	U-aa; M-aa; D-a
Williams	None	2,100	7	U-a; F-a

Amherst
Smith — Joint resources include publications of major observatories, serials, and historical treatises. Interests include astronomical observation, cosmology, astrophysics, and solar physics.

Bowdoin
Trinity
Williams — Basic courses offered in Physics Departments. Holdings include selected publications of national observatories, serials, and general treatises.

Dartmouth — Basic courses offered in Physics Department but with emphasis on astrophysics. Substantial resources include publications of U. S. and many foreign observatories, serials, and navigation publications.

Wesleyan — Emphasis on graduate level in astrophysics. Holdings include all observatory publications (excluding China) complete files of major U. S. and European serials, and applied periodicals (space travel, aerodynamics, space technology.)

Biological Sciences

	1	2	3	4
Amherst	BA, MA	11,300	120	U-aa; M-aa; D-a; F-aa
Bowdoin	BA	13,000	77	U-aa; M-a; F-a
Dartmouth	BA, MA, PhD	25,000	400	U-aa; M-aa; D-aa; F-aa
Smith	BA, MA MAT, PhD	21,000	167	U-a; M-a; D-a; F-a
Trinity	BA	10,400	52	U-a; F-a
Wesleyan	BA, MA PhD	14,500	185	U-aa; M-a; D-a; F-a
Williams	BA, MA	10,200	117	U-aa; M-aa; F-a

Amherst Genetics and cancer research reported as strengths in a good general biology collection that includes most important 19th-early 20th Century society and serial publications in English, French, and German. Pratt Collection on lepidoptera (over 1,400 items) of historical and current interest.

Bowdoin Special resources noted in ornithology, 19th Century Darwinian controversy, 16th-18th Century husbandry, and general biology of 19th and early 20th Century. Current interests in marine biology, ecology, and biochemistry.

Dartmouth Entomology of special historical strength. Extensive holdings in 19th Century materials, including usually complete serials, and wide present serial coverage in all fields of biology including applied (biomathematics, biometrics) specialties. Ecology and microbiology emphasized at doctoral level.

Smith Special interests within large general collection include zoology, molecular biology, environmental biology, and biophysics. Botany holdings of historical importance and current interest.

Trinity Current interests in ecology, genetics, and biochemistry with major pre-medical instructional emphasis. Access to major biomedical collection made by arrangement with University of Connecticut Medical School. Strong interest in ornithology reflected by Kussel Collection in Trinity and materials in Watkinson (almost all illustrated works.)

Wesleyan Recent doctoral program has accelerated periodical build up in fields of ecology, behavior, environmental biology, cellular and molecular biology. Substantial holdings in 19th-20th Century serials and society publications in English and European languages.

Williams Primary strength in zoology. Current instructional and research interests in biochemistry, microbiology, electrophysiology, ecology, genetics, behavior, electron microscopy, development, general physiology, and evolution. Chapin Library includes extensive collection of illustrated bird books.

Chemistry

	1	2	3	4
Amherst	BA, MA	3,800	46	U-aa; M-aa; F-aa
Bowdoin	BA	4,500	32	U-aa; F-a
Dartmouth	BA, MA, PhD	14,000	200	U-aa; M-aa; D-aa; F-aa
Smith	BA, MA, PhD	11,000	45	U-aa; M-aa; D-aa; F-aa
Trinity	BA, MS	3,600	55	U-a; M-a; F-a
Wesleyan	BA, MA, PhD	12,100	167	U-aa; M-aa; D-a; F-aa
Williams	BA	6,400	37	U-aa; F-ba

Note: The major serial and society publications in chemistry and physics in English, French, and German of the 19th through the early 20th Century are held in usually-complete files by all the libraries.

Amherst — Instructional and research interests include chemical physics, biochemistry, medical research, and pre-medicine instruction.

Bowdoin — Relative strengths include quantum chemistry, spectroscopy, chemical bonding, natural products chemistry; current interests in same fields and biochemistry.

Dartmouth — Resources strong in all fields of basic chemistry, supplemented by holdings in medicine, biology, engineering, and physics.

Smith — Strengths noted in turpene and steroid chemistry; solution equilibrium, and kinetics; spectroscopy; and biochemistry. Interests parallel strengths and also include biochemistry, thermodynamics, synthetic chemistry, and coordination chemistry.

Trinity — Molecular spectroscopy of special interest, complemented by physics interest in low temperature microwave measurements.

Wesleyan — Electrochemistry, biochemistry, kinetics and photochemistry, liquid state, and physical organic chemistry of research interests.

Williams — Program and interests oriented to pre-medical instruction.

Classics

	1	2	3	4
Amherst	BA	11,000	31	U-aa; M-aa; D-a; F-a
Bowdoin	BA	8,000	18	U-aa
Dartmouth	BA	25,000	50	U-aa; F-aa
Smith	BA, MA	10,000	19	U-aa; M-a; D-ba; F-ba
Trinity	BA	10,500	21	U-aa; M-a
Wesleyan	BA	16,000	64	U-aa; M-a
Williams	BA	6,200	24	U-aa

Amherst — Balanced collection, strong in philological works, classical civilization, and major authors.

Bowdoin — Collection and instructional interests in classical philology, works and criticisms of major authors.

Dartmouth — Strong program in traditional classical instruction. Significant holdings in philology, archaeology, civilization, language and literature.

Smith — Current emphasis is on literary critical studies, supplemented by good collection of complete texts, periodicals, and epigraphy.

Trinity — Traditional program and holdings, stressing languages, civilization, and literature.

Wesleyan — Classical archaeology of special interest. French and German editions (largely 19th Century) of major classical authors relative strength.

Williams — Traditional program, with collection being up-dated through purchase of editions of works and criticisms. Strong collection of 16th and 17th century Greek and Latin works in Chapin Library.

Drama (including Theatre and Speech)

	1	2	3	4
Amherst	BA	2,500	9	U-a; M-ba; D-ba; F-ba
Bowdoin	None	800	13	U-a
Dartmouth	BA	5,000	40	U-aa; F-a
Smith	BA, MA, MFA	5,000	38	U-a; M-ba; D-ba; F-ba
Trinity	BA	1,500	d	U-a
Wesleyan	BA, MA	5,000	30	U-aa; M-a
Williams	None	1,000	2	U-a

Note: The volume counts include only those materials on theatre history, technique, and speech, although the descriptions of the collections include dramatic literature in all languages.

Amherst Theatre production considered relative strength. Representative works of major playwrights from classical through modern period. Special Collections include Three Centuries of Drama (English, 1500-1800; American, 1741-1830) on microprint; extensive collection of 19th and 20th Century British and American plays including major and many minor authors; several Eugene O'Neill manuscripts and editions of works; Clyde Fitch's personal library; and Augustin Daly's manuscripts and prompt books. Speech not emphasized.

Bowdoin General collection in history of the theatre, anthologies, and separate dramatic works in classic and modern languages. No special interest in theatre production or speech.

Dartmouth Extensive holdings in dramatic literature of all periods in all languages, with particular strength in Spanish plays. British and American drama relatively complete in original or microtext. Special resources include the Thalberg Collection of motion picture scripts, the Eugene O'Neill Collection of editions of works, critical materials, playbills, and various collections of programs, playbills, and memorabilia from the British and American stage. Drama program relatively new, with developing interest in production.

Smith Current emphasis on contemporary and American theatre. Departmental library (Josten) in developmental stage. Substantial drama holdings in all periods and languages, with special stress on French. Resources of Art Library complementary for costume and theatre architecture.

Trinity Previous emphasis on dramatic literature, with good collections of British and American plays in Trinity and Watkinson. Watkinson includes historical materials on costume, theatre architecture, and several hundred British and American playbills. Representative collections of plays on records. New interests in technical theatre and history.

Drama continued.

Wesleyan	Current interests in theatre history, production, stage design, and costume. Standard collections of dramatic literature from all periods and in major languages. Special resources include the Curtis Collection on the Bacon-Shakespeare controversy, the Moulton Collection of theatrical biography, and many poetical dramas on recordings.
Williams	Representative works in history of theatre and design, reinforced by extensive holdings on opera production and design. Good collection of plays in English, with representative holdings in all periods and languages.

Economics

	1	2	3	4
Amherst	BA	24,000	90	U-aa; M-a; D-ba; F-a
Bowdoin	BA	48,700	115	U-aa; F-a
Dartmouth	BA	70,000	140	U-aa; F-aa
Smith	BA	55,000	115	U-aa; M-aa; D-ba; F-a
Trinity	BA, MA	32,100	117	U-aa; M-aa; F-aa
Wesleyan	BA	33,000	182	U-aa; M-aa; F-a
Williams	BA, MA	31,000	164	U-aa; M-a; F-a

Amherst Well-balanced in European and American economic history with strength in American railroads. Major current interests in U. S. labor and consumer materials, statistics, and economics of developing nations.

Bowdoin Current interests in transportation and urban planning. Extensive collection of materials relating to U. S. labor relations from 1910-1940.

Dartmouth Large collections in European and American economic history and theory supplemented by recent emphasis on applied economics. Business administration collection (25,000 volumes and 200 periodical and business services subscriptions) provides complementary resources.

Smith Strengths reported in history of economic thought and labor. Current instructional and research interests in all aspects of American economy.

Trinity Present interests in government regulation and finance, labor economics and labor relations, applied economics (with substantial holdings in acturial materials) and urban planning. Watkinson Library includes special collection of materials by and about William Cobbett.

Wesleyan Current emphases on all aspects of American economy and developing countries. Beales Collection of British economic history of 19th Century, especially strong in Chartism, a recent acquisition.

Williams Economic development stressed in program and collections; M. A. devoted to economic development of emerging nations, and is likely source for materials not generally available.

Education

	1	2	3	4
Amherst	None	6,000	d	U-a; M-ba; D-ba; F-ba
Bowdoin	None	12,100	46	U-a; F-ba
Dartmouth	MALS	16,000	30	U-a
Smith	BS, MEd	21,000	99	U-ba; M-ba; F-ba
Trinity	MA	18,700	54	U-a; M-a; D-ba; F-ba
Wesleyan	MAT, MALS	7,000	65	M-ba
Williams	None	4,600	d	e

Amherst Current additions include materials related to college and university level teaching and administration. Adequate coverage in English and American educational history. Federal depository items, college catalogs, reports of educational institutions and foundations, and some dated textbooks comprise rest of collection.

Bowdoin Contemporary English education and education in early Maine of historical and continuing interest. Reasonably good holdings in periodical literature and works on history and theory. Courses offered for secondary certification.

Dartmouth Traditional education program discontinued several years ago. Recently instituted summer program for secondary teachers leading to M. A. in Liberal Studies with emphases on subject content rather than methods. Current interests are in history and theory of education, educational psychology, and higher education. Substantial holdings in periodical literature and materials relating to higher education.

Smith Large volume count includes 3-4,000 volumes of juvenile materials in laboratory collection, college catalogs, and several hundred college and university publications which would be better classified under appropriate subjects. Resources not common to other libraries include early childhood education, works on methodology, and periodical literature on elementary education.

Trinity Program geared toward secondary education, with current emphases noted in comparative education, theory, educational psychology, and urban education. Collection of 6,000 early American textbooks through late 19th Century along with personal library and papers of Henry Barnard in the Watkinson Library of special interest to the study of American education.

Wesleyan M. A. T. offerings in art, English, history, Latin, mathematics, modern languages, and basic sciences stress subject content. New emphasis on secondary urban education. Holdings in professional periodicals (methods) scant, but adequate in educational psychology and theory of learning. Reasonably good coverage of higher education.

Williams Materials limited representative coverage of history of education and those useful to college and university teaching and administration.

Engineering

Amherst	None	3,100	d	U-ba; M-ba; D-ba; F-ba
Bowdoin	None	7,800	14	U-ba; F-ba
Dartmouth	BA,MS,PhD BE,ME,DE	25,000	150	U-aa; M-aa; D-aa; F-aa
Smith	None	1,700	d	e
Trinity	BS,MS	10,100	37	U-a; M-a; D-ba; F-ba
Wesleyan	None	4,800	d	U-ba; F-ba
Williams	None	1,700	d	e

Amherst, Bowdoin, Smith, Wesleyan, Williams: Generally stronger support for physics (electronics and electrical engineering) than for chemistry (chemical processes and engineering.) Many dated texts, incomplete files of more popular periodicals, repair manuals, and similar materials.

Trinity: Current collecting interests in bio-medicine, bio-engineering, computer science, and history of technology. Civil engineering was former strength. M. S. degree joint program with Hartford Graduate Center of Rensselaer Polytechnic Institute and acquisition program being developed. Watkinson Library has collection of several hundred items in horology which is being expanded.

Dartmouth: Special strengths in civil engineering, with large historical collection of materials on road and bridge construction, and electrical engineering. Strong supporting collections in the sciences and business administration.

English Language and Literature. See also Drama.

	1	2	3	4
Amherst	BA	46,800	80	U-aa; M-aa; D-a; F-a
Bowdoin	BA	43,700	129	U-aa; F-a
Dartmouth	BA	120,000	250	U-aa; F-aa
Smith	BA, MAT	100,000	108	U-aa; M-aa; F-a
Trinity	BA	34,000	93	U-aa; M-a; F-a
Wesleyan	BA, MAT	90,300	249	U-aa; M-aa; F-a
Williams	BA	25,400	100	U-aa; M-a; D-ba; F-a

Amherst Balance is keynote of main collection in British and American literature. Special Collections include major gathering of Wordsworth editions and critical materials, and smaller collection of Leigh Hunt. American language and literature represented by major collections on Robert Frost (editions, critical works, tape recordings, some manuscripts, and memorabilia) and Emily Dickinson (numerous manuscripts and related materials) and less extensive collections on Samuel Clemens, William Dean Howells, Noah Webster, Walt Whitman, Henry James, John Greenleaf Whittier, and Richard Wilbur (including some manuscripts.)

Bowdoin Works by and about Thomas Carlyle noted as special strength in main collection. Special collections include extensive materials by and related to Nathaniel Hawthorne and Henry Wadsworth Longfellow (editions, some manuscripts, memorabilia) and works of other Maine authors.

Dartmouth Substantial holdings in all periods of British and American literature, including all major reprint and micro-reduced series. Major authors represented in the Rare Books Department include Rupert Brooke, Robert Burns, Joseph Conrad, John Galsworthy, Charles Dickens, Aldous Huxley, Henry James, Rudyard Kipling, and William Butler Yeats. American authors include Robert Frost (major collection of manuscripts, editions, recordings, and related material) Erskine Caldwell, Stephen Crane, H. L. Mencken, Edward Arlington Robinson, Wallace Stevens, and many others.

Smith Strength noted in medieval British literature with current interests in Old and Middle English and Middle Scots literature. Renaissance period strengths in periodical literature and representative 15th-16th Century works in the Rare Books Collection. Editions of works and critical materials relating to Jonathan Swift special strength of Restoration period. Emphases of Rare Book Room on 18th Century British literature and Irish Literary renaissance. Author collections for Rudyard Kipling and Charles Dickens.

Trinity Current interests noted in modern novel and poetry; detective, science fiction, and American "Western", Chaucer, Shakespeare, Restoration and 18th Century British literature; British and American literature of 19th-20th Centuries. Watkinson Library holds many first editions of British and American works and extensive files of 19th Century literary periodicals. Author collections include Charles Dickens and William Makepeace

English Language and Literature ,continued

Thackeray. American authors represented by Charles Dudley Warner (major collection including manuscripts, letters, travel notes, and works) and editions, biographical materials, and some letters of Robert Frost, Emily Dickinson, Edna St. Vincent Millay, Edwin Arlington Robinson, Rupert Brooke, and Wallace Stevens.

Wesleyan Particular strength in modern British and American poetry (over 10,000 volumes) rare editions of works of major authors, and 19th Century literary periodicals. Special collecting interests in works by and about Francis Bacon, Leigh Hunt, William Butler Yeats, H. G. Wells, and T. S. Eliot. American authors of special interest include Ezra Pound, Norman O. Brown (some manuscripts of both held) and Walt Whitman.

Williams Current interests listed in contemporary English and American literature, Renaissance through 17th Century, and 19th Century English literature. Chapin Library includes many first and important editions of English authors from 1475-1700 (2,350 items) and of succeeding periods through 1920. Major English author collections include the Samuel Butler (1835-1902) Collection of works, many manuscripts, critical works, and related materials, and a sizable collection of works of and critical materials relating to Rudyard Kipling. First and early editions of many American authors, with almost complete collections for William Cullen Bryant (shared resources with main collection) George Ade, Gelett Burgess, and sizable collections of works and critical materials on Walt Whitman, T. S. Eliot, and Edwin Arlington Robinson.

Geology and Geography

	1	2	3	4
Amherst	BA (Geol.)	5,800	51	U-aa; M-aa; D-ba; F-a
Bowdoin	BA (Geol.)	6,800	24	U-aa; F-ba
Dartmouth	BA, MA, PhD (Geol.)	30,000	120	U-aa; M-aa; D-aa; F-aa
	BA (Geog.)		40	U-aa; F-aa
Smith	BA, MA, PhD (Geol.)[b]	12,200	66	U-aa; M-a; D-ba; F-ba
Trinity	None	7,700	48	e
Wesleyan	BA, MA (Geol.)	24,000	77	U-aa; M-aa
Williams	BA (Geol.)	7,600	61	U-a; F-a

Amherst — Historical collection (to 1940) in vertebrate paleontology. Standard U. S. Government series and major journals held.

Bowdoin — Strong in all fields of geologic literature through 1910. Works of Louis Agassiz and materials on Arctic exploration relative strengths. Usually complete files of basic periodicals and U. S. Government series.

Dartmouth — Good coverage of State geological surveys in addition to basic and applied periodicals and Government series. Geographical holdings extensive, with particular strength in the Arctic regions (Stefansson Collection) Middle East, Far East, Central and South America.

Smith — Relative strength noted in paleontological literature, with current interests in micropaleontology, rock mechanics, and sedimentation. Supplementary collection of 5,000 State survey reports and reprints.

Trinity — Geology program discontinued but periodical subscriptions active. Major U. S. Government series held. Watkinson Library has large collection of voyages and travels and numerous historical atlases.

Wesleyan — Current interests in geophysics, gemorphology, and developing interest in urban geology. Resources of State Geological Survey (based at Wesleyan) add to standard materials.

Williams — Special research interest in wave/beach phenomena. Major periodicals, indexes, and U. S. Government series held.

German Language and Literature

	1	2	3	4
Amherst	BA	12,500	16	U-aa;M-aa;D-a;F-a
Bowdoin	BA	7,600	17	U-aa;F-a
Dartmouth	BA	25,000	50	U-aa;F-aa
Smith	BA,MS	18,000	28	U-aa;M-a;D-ba;F-a
Trinity	BA	6,400	f	U-a;M-a;F-a
Wesleyan	BA	11,000	58	U-aa;F-a
Williams	BA	7,600	10	U-aa;F-a

Amherst — Uniform strength in all periods and forms, including works and criticisms of major authors, with emphasis on works of and about Thomas Mann.

Bowdoin — Relative strength in 19th Century German dialects. Collected works, scholarly editions of major writers and critical materials. Contemporary authors not stressed.

Dartmouth — Good philological base for Germanic language study, with representative literature in Icelandic and Scandinavian languages. Strong in all periods of German literature, including contemporary.

Smith — Strengths in periodical holdings, especially pre-19th Century, Schiller, and Goethe. Current interests in late 18th-20th Century literature.

Trinity — Current interests in the novel, lyric and epic poetry, Goethe, Schiller, and modern literature. Collection reflects interests.

Wesleyan — Current interests in the modern novel, 19th-20th Century literature, and the Lied. Representative holdings in German-American literature.

Williams — Relative strengths noted in Naturalism and Goethe, with varied current interests.

History and History of Science.

	1	2	3	4
Amherst	BA	76,800	54	U-aa; M-aa; D-a; F-a
Bowdoin	BA	65,400	112	U-aa; F-a
Dartmouth	BA	172,000	300	U-aa; F-aa
Smith	BA, MAT	90,000	279	U-aa; M-a; D-ba; F-ba
Trinity	BA, MA	59,700	89	U-aa; M-aa; D-a; F-aa
Wesleyan	BA, MAT	82,000	157	U-aa; M-a
Williams	BA	55,200	74	U-aa; M-ba; D-ba; F-ba

Amherst — Uniformly strong in Western European (especially British and French) and United States history, with particular depth in coverage of World War I. Regional, State, and local history represented by some early New England newspapers, Amherst newspapers and records, and archival materials pertaining to Amherst College. Manuscript materials include the papers of Lord Jeffrey Amherst, muster rolls, and other manuscripts from the time of the French and Indian War. History of science has strong support in general history collections, philosophy of science, and early scientific society and serial publications; American scientific societies and many Eastern and Midwestern Chautauqua-related institutes represented by various publications and proceedings.

Bowdoin — Strengths noted in medieval history and general history of the Baltic regions. Special resources include many pamphlets contemporary with the French Revolution; over 1,000 volumes (with many printed before 1800) on the Huguenots; and source materials dealing with British problems in Colonial U. S. Manuscript materials dealing with the Civil War period generally and slavery include papers of General Oliver Otis Howard (founder of Howard University, one-time director of Bureau of Refugees, Freedmen, and Abandoned Lands) and William Pitt Fessenden, anti-slavery senator and Secretary of Treasury. Maritime history of historical and current interest. Maine history extensive, with histories of municipalities, biographical materials, and almost complete State documents. History of science resources include near-complete files of early European and American society and serial publications.

Dartmouth — Extensive holdings in American, European (especially diplomatic) Asian, South American, Balkan, and Russian histories in main collection, supplemented by 22,000-volume collection on historical biographies. Bryant Spanish Collection (3,000 volumes) provides unique resources on history and civilization from pre-historic times to the 1800's. Large collection on Napoleonic Wars and campaigns being processed. Among important holdings in American history are books and pamphlets in the McGregor Americana Collection which spans from the discovery and colonization to the period of Western exploration and the papers of Daniel Webster. Regional, State, and local history represented by the Gilman Collection of late 18th-19th

Century books and pamphlets covering histories of towns, genealogies, biographies, and other materials relating to the New Hampshire; the White Mountains Collection, which includes a wide range of materials descriptive of or of historical importance to that region; the Chase-Streeter Railroad Collection, which covers the history of railroads in New Hampshire, Vermont, and Maine from 1840-1860; and many newspapers of the Colonial and Federal periods. History of science cited as current interest, and well-supported by complete files of serial and society publications from 18th Century to the present, with complementary History of Medicine Collection.

Smith Collections in British and French history considered best, but also strong in American, Russian, and Western European history, with some attention paid to Canadian history. Unique resources of Sophia Smith Collection record the intellectual history and activities of women throughout the world, but with strongest holdings pertaining to the United States. Women's rights and abolition of slavery are main concerns of letters of the William Lloyd Garrison family. Papers of Mary Margaret Sanger, including correspondence, reports, periodicals, and other materials relating to the development of the International Federation for Planned Parenthood detail her work. Other notable manuscript collections include the papers and letters of Clara Barton, Florence R. Sabin, Carrie Chapman Catt, and Elizabeth Cutter Morrow. Histories, working papers, and publications of diverse groups held, such as the International Planned Parenthood Foundation, National Council of Women, American Association of University Women, and the Women's Trade Union League, as are newspapers dealing with women's rights movements during mid 1800-1900's. International coverage includes reports and periodicals from Britain, Germany, Japan, India, and France. History of science supported by representative early science books in the Rare Book Room, early scientific society and serial publications, and special emphasis on women in science.

Trinity Current interests noted in Africa, Japan, India, China, and modern history of Europe, United States, and Russia. Resources generally good, with increased purchasing of monographic materials on Africa and India. Special resources include the Moore Collection on the Far East (8,000 volumes on history, literature, and geography on China and Japan.) Watkinson Library strong in Napoleonic and Revolutionary periods of French history; 15th-19th Century British history, including numerous county histories and registers. American history in Watkinson represented by the Brinley Collection of Americana (pre-1800 imprints of diverse materials of historical interest) Western Americana, the Prine Collection on Civil War, which includes books and source material (accounts of battles, letters) from which news stories for the New York Journal of Commerce were derived and some 200 volumes on

Abraham Lincoln. Unusual sources for World War I include ephemeral pamphlets from Germany, France, Great Britain, and the United States. Maritime history includes materials in the main collection and the Vogel Collection, consisting mostly of British sources, in the Watkinson Library. History of science resources include occasional incunabula, representative works from 16th-19th Centuries, and early serial and society publications.

Wesleyan — Generally strong in European history, with special strength in all periods of French history. Current collecting interests in African and Asian history (supplemented by some 11,000 volumes of 1850-1910 imprint dates) Russian, and Indian history, including historical census reports. American history on par with French; Connecticut history represented by about 15,000 books, pamphlets, and State documents, with concentration of strength in Middletown Collection. History of science good in early serial and society publications, 18th Century British science, secondary materials, and includes three manuscripts and a few letters of Albert Einstein.

Williams — Collections in American and British history of all periods considered strongest, followed by German history and general history of the medieval and Renaissance periods. Special materials for the study of American history include the Strickland Knease collection on slavery, comprised of about 400 volumes expressing pro- and anti-slavery sentiments, proceedings of American and foreign antislavery societies, and biographical accounts; the Shaker Collection (see under Religion) the Arthur H. Masten Collection on the Saratoga Campaign of 1777 (50 volumes) an extensive Americana collection in Chapin Library which includes many works about the discovery and exploration of America, histories of settlements and regions, records, and related material; and early American newspapers on microfilm and bound originals. Regional and local history represented by Samuel Chapman Armstrong Collection (founder of Hampton Institute) of books and manuscripts which includes material on the families of southern Berkshire County. History of science includes many treatises in Chapin Library from selections in the incunabula and several hundred titles of the 16th-19th Centuries, in addition to important serial and society publications.

Mathematics

	1	2	3	4
Amherst	BA	3,000	45	U-aa; M-a; D-ba; F-a
Bowdoin	BA, MA	8,400	52	U-aa; M-a; F-a
Dartmouth	BA, MA, PhD	14,000	185	U-aa; M-aa; D-aa; F-aa
Smith	BA, MAT	6,000	44	U-aa; M-a; D-ba; F-ba
Trinity	BA, MS	3,700	36	U-a; M-a; F-a
Wesleyan	BA, MA, MAT, PhD	11,500	181	U-aa; M-aa; D-a; F-a
Williams	BA	4,700	58	U-aa; F-a

Amherst — Building of strong collection began after 1950. Standard American and European journals held. Applied areas not stressed.

Bowdoin — Substantial holdings in basic mathematical serials of American and European societies and publishers. Current interests in algebra, topology, analysis, group theory.

Dartmouth — Developing interests and collections on applied areas, especially computer science. Serials include all major American and Eur-pean publications plus Russian and Asian. Complementary collections in engineering, business, and other science fields.

Smith — Instructional interest in all basic fields, with collection geared to general these interests. Adequate periodical holdings.

Trinity — Acturial society publications noted as special strength. Current interests in probability, statistics, analysis, and topology.

Wesleyan — Almost all collected works of major mathematicians held. Recent build-up in periodical literature provides internation-al coverage. Current interests in topology, algebra, and an-alysis.

Williams — Research interests noted in algebra and analysis. Standard periodicals held.

Medical and Health Sciences

	1	2	3	4
Amherst	None	2,900	d	e
Bowdoin	None	5,300	26	U-ba; F-ba
Dartmouth	BS, MD, Ph.D	50,000	800	U-aa; D-aa; F-aa
Smith	None	2,800	d	e
Trinity	None	7,000	9	U-ba
Wesleyan	None	2,100	d	e
Williams	None	2,600	20	e

Amherst — Active interest in cancer research (see Biology) and some recent additions in psychiatry. Modest amount of materials of historical interest in public health and practice of medicine.

Bowdoin — Periodicals, texts, treatises of historical interest because of Medical School (1820-1921) but too incomplete for research and not a continuing interest. Usual Public Health Service serials.

Dartmouth — Supplementary and complementary resources in biology and chemistry enhance excellent resources in medicine. Special research strength in microbiology and clinical strength in psychiatry. Includes modest history of medicine collection.

Smith — Historical materials, including collected works of Pasteur, Koch, Lister, and Ehrlich, and many volumes out-dated. Courses offered in environmental health, public health, and health education.

Trinity — Holdings similar to those of Amherst, but with more extensive periodical and document holdings. Pre-medical program supported primarily through active biology resources and access to materials in the University of Connecticut Medical School.

Wesleyan — Most of historical collection donated to another library recently, but rare books and works of general historical importance retained. Dated documents and professional periodical holdings account for most of volumes.

Williams — Collection intended for use of infirmary staff. Small working collection, with scattered holdings in periodicals.

Music

	1	2	3	4
Amherst	BA	6,500	15	U-aa; M-a; D-ba; F-a
Bowdoin	BA	6,800	26	U-aa; F-a
Dartmouth	BA	11,000	30	U-aa; F-aa
Smith	BA, MA, MM	39,000	45	U-aa; M-aa; D-aa; F-aa
Trinity	BA	3,300	15	U-a; F-a
Wesleyan	BA, MA, Ph.D	11,000	37	U-a; M-a; D-a; F-a
Williams	BA	7,800	20	U-aa; M-aa; D-ba; F-a

Amherst — Standard classical collection, including complete works of major composers, study scores, music history and musicology.

Bowdoin — Similar to that of Amherst in classical coverage, but includes works of many contemporary composers as well. Special collection of Longfellow's poems set to music.

Dartmouth — Somewhat greater depth than usual in holdings on musicology, theory, and composition, and in scores of minor composers.

Smith — Supplemented by over 30,000 recordings, Josten Library has research depth in all aspects of classical music study. Included are almost all the definitive editions of works, critical biographies, study and performance scores, histories, and materials on instruments and technique. Excluded from its acquisition policy are manuscripts and incunabula, and purchases in ethnomusicology and jazz are limited. New interest developing in black music.

Trinity — Cooperative agreement with Hartt College of Music of the University of Hartford allows Trinity to develop its classical holdings in music history and theory and to exclude performance materials. Collection of over 7,000 jazz recordings (1917-1960's) complements new interest in black music. Watkinson Library include several hundred pieces of 19th Century popular sheet music and 1,200 volumes of 18th and 19th Century songbooks and hymnals.

Wesleyan — Weaknesses in classical music, especially history, criticism, and works of major composers being rectified. Doctoral work in ethnomusicology includes areas of North and East India, Indonesia, and Japan,largely performance-oriented. Supplemental resources in numerous works on Indian art and iconography. American Indian music, especially of the Navajo, Zũni, and Cherokee, is a developing interest, with its literature derived primarily from anthropological sources. Extensive collection of Methodist hymnals. Black music becoming important in the curriculum.

Williams — Opera has been stressed in the classical music collection. Of special interest in the study of American popular music is the Paul Whiteman Collection, which includes scores, arrangements, recordings, and biographical materials relating to Whiteman and other musicians of the 1920-1940 era. Chapin Library holds over 200 English broadside ballads.

Philosophy

	1	2	3	4
Amherst	BA	9,400	44	U-aa; M-aa; D-ba; F-aa
Bowdoin	BA	9,200	44	U-aa; F-a
Dartmouth	BA	15,000	45	U-aa; F-aa
Smith	BA, MA	9,000	39	U-aa; M-aa
Trinity	BA	7,900	45	U-aa; M-a; F-a
Wesleyan	BA	9,100	42	U-aa
Williams	BA	5,700	41	U-aa; M-a; F-a

Amherst — Current interests in philosophy of science, ethics, metaphysics, and history of philosophy. Holdings in all branches of philosophy well-represented.

Bowdoin — Special strength in Kantian studies, and current interests in metaphysics, theory of knowledge, and phenomenology.

Dartmouth — All traditional interests well-represented, along with more recent interests in existentialism and Eastern philosophies.

Smith — Logic, philosophy of science, and analytic philosophy reported as special strengths.

Trinity — Current instructional and research interèsts parallel strengths in epistemology, logic, philosophy of science, and classical philosophy.

Wesleyan — Strong in all fields of classical philosophy, with developing interests in Eastern philosophies.

Williams — Strength noted in older works in Eastern philosophy. Current interests in phenomenology and existentialism.

Physical Education

	1	2	3	4
Amherst	None	1,600	7	U-ba; M-ba; D-ba; F-ba
Bowdoin	None	1,400	5	U-ba; F-ba
Dartmouth	None	7,000	40	e
Smith	MS	4,500	13	M-a
Trinity	None	2,500	7	U-a; F-a
Wesleyan	None	2,600	16	e
Williams	None	205	2	e

Amherst, Bowdoin, Dartmouth, Trinity, Wesleyan, Williams: Older materials reflect interest in physiology, hygiene, and physical conditioning. Little present interest in professional physical education. Bowdoin and Dartmouth stress mountaineering and skiing, including works on technique and many works of historical and geographical interest.

Smith: Current interests are in psychology of learning motor skills, and teaching of physical education. Dance collection of historical and continuing interest.

Physics

	1	2	3	4
Amherst	BA, MA	5,200	74	U-aa; M-aa; D-ba; F-aa
Bowdoin	BA	7,600	46	U-a; F-a
Dartmouth	BA, MA, PhD	12,000	125	U-aa; M-aa; D-aa; F-aa
Smith	BA, MAT	9,000	46	U-aa; M-aa
Trinity	BA, MS	5,000	39	U-a; M-a; F-a
Wesleyan	BA, MA, PhD	12,300	124	U-aa; M-aa; [illegible]
Williams	BA, MA, MS	9,100	77	U-aa; M-a; D-ba; F-a

See note preceeding description of collections in Chemistry.

Amherst — No strengths reported. Traditional undergraduate courses and resources, with increasing journal support.

Bowdoin — Instructional and research interests noted in optics and biophysics.

Dartmouth — Good international coverage of journals. No research specialties indicated.

Smith — Interests in general undergraduate physics, with good supporting collection.

Trinity — Research interests complementary to those in Chemistry, with independent study and research being stressed in upper class and graduate levels.

Wesleyan — Astrophysics, optics, atomic and molecular physics, solid state, quantum electronics, and high energy physics of instructional and research interest. Recent building of periodical strength to include major international journals.

Williams — Solid state physics, quantum electronics, atomic and molecular physics, and high energy theory of current interest. Monographic and serial support good at undergraduate level, and serial holdings reasonably good to support research.

Political Science.

	1	2	3	4
Amherst	BA	15,600	78	U-aa; M-a; D-ba; F-a
Bowdoin	BA	47,800	131	U-aa; F-a
Dartmouth	BA	70,000	200	U-aa; F-aa
Smith	BA, MA	30,000	213	U-aa; M-a; D-a; F-a
Trinity	BA, MA	36,500	81	U-aa; M-a; F-a
Wesleyan	BA	43,000	124	U-aa; M-a
Williams	BA	19,200	166	U-aa; F-a

Amherst — Instructional interests in constitutional law, American political parties, urban politics, and political theory. Selective U. S. depository; U. N. Official Publications and sales publications.

Bowdoin — Relative strength in 17th and 18th Century political theory, international law, and parliamentary sources for Great Britain and France. Current interests in politics of developing nations, especially Africa, and inter-governmental relations. Selective U. S. depository; complete League of Nations and U. N. Treaty series. Maine documents collected since statehood, including many municipal reports.

Dartmouth — Strengths in American and international law. International coverage of parliamentary papers, with countries of particular interest identified under History. Selective U. S. depository; Official Records and sales publications of the U. N. Comprehensive acquisition of New Hampshire and Vermont documents (with exceptions in practical aspects of agriculture) and selective coverage of other New England States.

Smith — Instructional and research interests in American government, comparative government, international relations, and political theory. British and French parliamentary sources. Non-depository for U. S. documents, but includes major series: U. N. Official Records and sales publications. Good holdings in Canadian documents. Massachusetts documents of historical interest, but no present acquisition other than selected legal materials.

Trinity — Inter-governmental relations, local government, and civil liberties listed as current interests. Selective U. S. depository; selections from U. N. publications. Parliamentary papers of Great Britain, France, and Germany (incomplete.) Heavy use of U. S. documents by political science and economics students noted.

Wesleyan — Main collection strength in American politics of 20th Century, with good coverage of British political history and theory of 19th Century. Current instructional interests in urban politics, political theory, constitutional law and change. Parliamentary papers of Great Britain and France (incomplete.) Selective U. S. depository; U. N. Official Records and sales publications. Selections from Connecticut documents, scattering of New England documents of historical interest.

Political Science continued.

Williams — Diplomatic history and U. S. politics primary interests. Main collection includes about 100 volumes on 17th and 18th Century international law (Philip Marshall Brown Collection.) Selective U. S. depository; U. N. Official Records and sales publications, I.L.O. and U.N.E.S.C.O. serials and O.E.C.D. publications. Parliamentary papers of Great Britain, 18th-19th Century Sessional Papers (microprint) and selected French parliamentary papers. Selected Massachusetts documents (legal) and few municipal documents.

Psychology

	1	2	3	4
Amherst	BA	5,000	52	U-aa; M-aa; D-ba; F-a
Bowdoin	BA	5,800	46	U-aa; F-a
Dartmouth	BA, MA, PhD	13,000	90	U-aa; M-aa; D-aa; F-aa
Smith	BA, MA	12,000	69	U-a; M-ba; F-ba
Trinity	BA	4,200	36	U-a; F-a
Wesleyan	BA, MA	7,300	95	U-aa; M-aa; F-a
Williams	BA	4,000	64	U-aa; M-a; D-a; F-a

Amherst
Bowdoin
Trinity
Williams — Primary emphasis on experimental aspects. Good historical coverage, including most A. P. A. publications and important foreign periodicals.

Dartmouth — Clinical emphasis at graduate level, paralleling interests and resources in psychiatry of Medical Library.

Smith — Divergent interests, including social, developmental, clinical, and child psychology.

Wesleyan — Collection and interests balanced between experimental and clinical.

Religion

	1	2	3	4
Amherst	BA	18,100	38	U-aa;M-a;D-ba;F-a
Bowdoin	BA	18,200	50	U-aa;F-a
Dartmouth	BA	38,000	50	U-aa;F-aa
Smith	BA,MA	17,500	60	U-aa;M-a;D-ba;F-ba
Trinity	BA	24,000	57	U-a;M-a;F-a
Wesleyan	BA	24,600	75	U-aa;F-ba
Williams	BA	16,000	30	U-a

Amherst — Newer additions indicate interest in philosophy of religion, Eastern religions, as well as traditional interests in Biblical scholarship. Sectarian materials, including periodicals, sermons, church records, and 19th Century Congregational missionary reports and records.

Bowdoin — Relative strengths noted in Anglican theology and history, Biblical literature, Western religious philosophy, 19th Century Congregationalism (including parish and State records of Northeastern U.S.) the Reformation, Swedenborg, and Joseph Priestley. Little material at present in non-Western religions, but courses will be offered and materials added.

Dartmouth — Emphasis has been on Christianity as an academic discipline, with strengths in Biblical literature (editions and commentaries) philosophy of religion, Judaism, and Hebraic studies. Little sectarian material evident.

Smith — Well-balanced in inclusion of materials on Judaism, major Christian and non-Christian religions, but collection was believed somewhat lacking in Judaic source materials and historical and Roman Catholic theological works.

Trintiy — Relative strengths in works of classical and modern theologians, church and society, and Biblical studies. Of historical interest are the archival records of the Episcopalian Diocese of Connecticut, including parish registers of the entire State. Included in the Watkinson Library are a collection of 17th-18th Century New England sermons and tracts, 1,200 volumes of 18th and 19th Century English and American sermons, and Episcopalian hymnals and prayer books in various editions.

Wesleyan — Particular strength in editions of the Bible, including a Koberger, and Aldine Greek, most major English editions, including a first issue King James and Coverdale, and translations in many languages Biblical commentary and criticism account for almost 3,000 volumes. All editions of works of John and Charles Wesley are held, and other Methodistica includes over 2,000 17th-18th Century English pamphlets and a collection of hymnals. Some archival materials of historical interest because of early relationship between Wesleyan and Methodist Chruch. Holdings in Judaism, Roman Catholicism, and Eastern religions are being improved.

Religion continued

Williams — Current collecting intersts in Biblical studies, compartive religions, psychology and sociology of religions, ethics and philosophical theology. General weakness felt in periodical literature and original language texts. Of special interest is 6,000 volume collection on the Shakers, including histories of the movement and original works emanating from communities in Massachusetts and New York. Chapin Library holds copies of most important editions of Bible.

Romance Language and Literature.

	1	2	3	4
Amherst	BA	22,400	44	U-aa; M-aa; D-a; F-a
Bowdoin	BA	20,700	36	U-aa; F-a
Dartmouth	BA	65,000	140	U-aa; F-aa
Smith	BA, MA	50,000	106	U-aa; M-a; F-a
Trinity	BA	15,100	f	U-a; M-a; F-a
Wesleyan	BA, MA, MAT	24,100	82	U-aa; M-a
Williams	BA	13,600	51	U-a; M-ba; F-ba

Amherst — Uniform strength reported in all genres and periods of French literature, with moderate strength in Spanish and Italian. Good holdings in general Romance philology.

Bowdoin — Medieval Provencal and Troubador literature, medieval French philology, and major scholarly editions of French authors supplemented by over 1,000 volumes of 17th and 18th Century French literature. Standard language and literature holdings in Spanish, Italian, and Portuguese.

Dartmouth — Bryant Spanish Collection includes unique resources on Hispanic civilization, including early works in Galician, Catalan, Lemosin, Asturian, and non-Romance languages. Large collection of material on Italian dialects, historical and current. Strong in all Romance literatures, with notable resources in Spanish American sources (Spanish and Portuguese.) Don Quixote Collection includes copies of major editions in all languages along with bibliographical and other supplementary materials.

Smith — Complete works of most major authors in French, Spanish, Italian, and Portuguese. Special emphasis on all periods and forms of French literature. Dante, Renaissance, Neoclassic and Romantic Italian literature stressed. Continuing interest in language and literature of Spain, Portugal, Latin America, and Canadian literature in French.

Trinity — Working collection in Trinity to support courses and programs in French, Spanish, and Italian. Watkinson Library holds many standard and some rare editions of major literary works along with substantial files of 19th Century literary periodicals.

Wesleyan — Monographic and serial holdings traditionally strong in French Spanish, and Italian. Developing interests in Spanish American literature.

Williams — French literature of 20th Century noted as relative strength, with instructional emphases on the 17th and 20 Centuries. Spanish strengths noted in 20th Century Peninsular literature and Golden Age and 19th Century novel. Instructional interests shifting from Renaissance and Baroque periods to contemporary materials. Chapin Library includes over 1,000 volumes of scholarly editions of major works of Dante, Boccaccio, and many French authors.

Russian Language and Literature

	1	2	3	4
Amherst	BA	2,600	d	U-a; M-ba; D-ba; F-ba
Bowdoin	BA	2,000	9	U-a; F-ba
Dartmouth	BA	12,000	40	U-aa; F-aa
Smith	BA	9,000	22	U-ba; F-ba
Trinity	None	900	f	U-a; F-ba
Wesleyan	BA	2,600	21	U-a
Williams	BA	2,100	22	U-a

Amherst — Relatively new program with collection limited to complete works editions of major authors in original and English translations.

Bowdoin — Working collection to support program, similar in scope to that of Amherst.

Dartmouth — Systematic acquisition of Russian literature begun in 1950's now relatively complete in terms of availability. Major and minor authors of each period represented, with various European languages supplemented by critical and historical treatments. Strong in Slavic philology, with representative literature in Ukranian, Polish, Slavonic, and bulgarian.

Smith — Materials collected over relatively long period, but literature collection, with the exception of the 19th Century, lacks the depth noted at Dartmouth. Strong in Slavic philology with representative literature in other Slavic languages. Russian history also stressed, a reflection of a major program in Russian civilization.

Trinity — Basic collection to support instruction in language only, including dictionaries, graded reading texts, grammars, and representative novels and poetry.

Wesleyan — Minimal literature collection which includes collected works of major authors, with slight emphasis on 20th Century. Slavic philology adequate, and holdings in Russian history provide good source for developing reading skills.

Williams — Similar to collections of Amherst, Bowdoin, and Wesleyan, with lack noted in 19th Century literature due to non-availability.

Sociology and Social Work

	1	2	3	4
Amherst	BA	9,000	20	U-a;M-ba;D-ba;F-ba
Bowdoin	BA	9,100	42	U-a;F-ba
Dartmouth	BA	20,000	70	U-aa;F-aa
Smith	BA,MA MSW,DSW	10,000	g88	U-aa;M-a;D-a M-aa;D-a;F-aa
Trinity	None	8,900	40	U-ba;F-ba
Wesleyan	BA	7,800	22	U-a
Williams	None	4,600	d	e

Amherst New department and program. Present strengths in social theory, social history and reform, and various social movements (socialism, communism, utopian states)

Bowdoin Balanced in historical works on theory, social history, and social movements, and more recent works in urban problems, criminology, and social groups.

Dartmouth Current emphases on field studies, urban planning and problems.

Smith Standard holdings in sociology, with good historical coverage of theory, reform, and social movements. Sophia Smith Collection (see History) presents unique resources for study of women's roles and activities in reform movements. Social work depends on field work at graduate level; case studies, methodology, clinical research, and holdings in psychology provide good resources.

Trinity New department and program that will soon offer B.A. degree. Emphasis will be on empirical research and data processing in investigation of urban and racial problems. Core collection in social theory, social history and reform, and social movements.

Wesleyan Relatively new program, with full range of offerings from theory to field work. Collections developing in social pathology, social groups. Theoretical works, social history and reform, and social movements adequate, with good resources in 18th-19th Century British reforms.

Williams No program offered, but many major works in social theory, history, and movements held. Shaker Collection (see religion) important resource. Roper Public Opinion Research Center at Williams, independent of Library, has data on public affairs and mass media research that is made available for scholars or individuals working in the public interest.

a. Included in Sociology and Social Work count. b. Four College (Amherst, Smith, Mt. Holyoke, and University of Massachusetts)joint department and program. c. PhD awarded by Physics Department. d. No separate count made. e. No evaluation made. f. Total for all modern languages 78. g. Includes Anthropology. h. General social sciences.

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Howells, William Dean p.34A
Hunt, Leigh p. 34A; 35W
Huxley, Aldous p. 34D
James, Henry p. 34A; 34D
Kant, Immanuel p. 44B
Kipling, Rudyard p. 34D; 34S; 35Wi
Koch, Robert p. 42S
Lincoln, Abraham p. 40T
Lister, Joseph p. 42S
Longfellow, Henry Wadsworth p. 34B; 43B
McGregor Americana Collection p. 38D
Mann, Thomas p. 37A
Masten, Arthur H. Collection p. 40Wi
Mencken, H.L. p. 34D
Middletown Collection p. 40W
Millay, Edna St. Vincent p. 35T
Moore Collection p. 39T
Morrow, Elizabeth Cutter p. 39S
Moulton Collection p. 30W
O'Neill, Eugene p. 29A; 29D
Pasteur, Louis p. 42S
Pound, Ezra p. 35W
Pratt Collection on Lepidoptera p. 26A
Priestley , Joseph p. 50B
Prine Collection p. 39T
Rembrandt van Rijn p. 23S
Robinson, Edward Arlington p. 34D; 35T; 35Wi
Russell Collection p. 26T
Sabin, Florence p. 39S
Sanger, Mary Margaret p. 39S
Schiller, Friedrich von p. 37S; 37T
Shahn, Ben p. 23D
Shaker Collection p. 41Wi; 51Wi; 54Wi
Shakespeare, William p. 34T
Smith, Sophia Collection p. 39S; 54S
Stefansson, Vilhjalmur Collection p. 36D
Strickland Knease Collection p. 40Wi
Swedenborg, Emanuel p. 50B
Swift, Jonathan p. 34S
Thackeray, William Makepeace p. 35T
Thalberg Collection p. 29D
Vogel Collection p. 40T
Warner, Charles Dudley p. 35T
Webster, Daniel p. 38D
Webster, Noah p. 34A
Wells, H.G. p. 35W
Wesley, Charles p. 50W
Wesley, John p. 50W
White Mountains Collection p. 39D

Whiteman, Paul p. 43W
Whitman, Walt p. 34A; 35W; 35Wi
Whittier, John Greenleaf p. 34A
Wilbur, Richard p. 34A
Wordsworth, William p. 34A
Yeats, William Butler p. 34D; 35Y

Table 4

Book and Periodical Allocations to Departments or Expenditure by Subject, 1965/1966-1969/1970.

	Amherst	Bowdoin	Dartmouth[a]	Smith	Trinity[b]	Wesleyan[c]	Williams[d]
Anthropology							
1965/6	$ 650	e	f	g	e	$ 795	e
1966/7	650	"	"	"	"	1,000	"
1967/8	700	"	"	"	"	1,100	$ 94
1968/9	900	"	"	"	"	2,200	240
1969/0	1,000	"	4,000	"	"	3,680	275
Art							
1965/6	$2,950	$1,220	f	$5,500	$ 500	$ 3,320	$3,994
1966/7	3,500	1,290	"	5,500	1,000	3,500	3,908
1967/8	3,800	1,350	"	6,100	1,500	5,017	5,241
1968/9	4,100	1,445	"	6,800	2,000	5,010	7,570
1969/0	4,500	1,530	20,000	9,900	4,750	5,500	6,500
Astronomy							
1965/6	$1,375	f	h	$ 700	h	$ 1,595	$ 42
1966/7	1,400	"	"	700	"	1,700	0
1967/8	1,500	"	"	700	"	1,681	42
1968/9	1,500	"	"	700	"	2,280	714
1969/0	1,600	"	"	750	"	2,520	775

	Amherst	Bowdoin	Dartmouth[a]	Smith	Trinity[b]	Wesleyan[c]	Williams[d]
Biological Sciences.							
1965/6	$ 4,400	$2,440	f	$4,200	$ 500	$ 5,060	$1,069
1966/7	4,850	3,224	"	4,050	700	6,200	1,333
1967/8	5,100	3,375	"	4,500	800	7,723	1,846
1968/9	5,900	3,825	"	6,000	1,000	9,240	8,806
1969/0	6,200	4,050	$16,000	6,600	4,000	10,220	9,000
Chemistry.							
1965/6	$ 3,700	$2,440	f	$3,600	$1,700	$ 6,760	$ 874
1966/7	4,000	2,886	"	3,700	2,500	7,900	1,188
1967/8	4,600	3,000	"	4,200	3,000	9,569	1,131
1968/9	4,600	3,400	"	5,530	4,000	11,280	7,271
1969/0	4,900	3,600	$17,000	6,100	9,000	13,340	7,500
Classics.							
1965/6	$ 1,250	$ 976	$ f	$ 850	$ 600	$ 1,805	$ 184
1966/7	1,350	1,147	"	1,150	700	3,300	1,220
1967/8	1,400	1,200	"	1,150	800	3,040	2,140
1968/9	1,500	1,360	"	1,150	1,000	3,795	2,172
1969/0	1,600	1,440	7,000	1,300	900	4,200	2,100
Drama (including Theatre and Speech).							
1965/6	$ 425	$ e	$ e	$ 720	$ 400	$ 875	$ 94
1966/7	450	"	"	720	500	920	48
1967/8	500	"	"	720	550	1,694	192
1968/9	600	"	"	750	550	1,745	271
1969/0	600	"	"	1,450	650	2,000	270

	Amherst	Bowdoin	Dartmouth[a]	Smith	Trinity[b]	Wesleyan[c]	Williams[d]
Economics.							
1965/6	$ 2,600	$2,196	$ e	$1,300	$1,500	$ 4,610	$1,831
1966/7	2,900	2,866	"	1,500	2,000	5,610	2,472
1967/8	3,000	3,000	"	2,000	2,450	6,616	2,677
1968/9	3,400	3,400	"	2,500	3,500	7,256	4,628
1969/0	3,800	3,600	14,500	2,700	5,200	8,070	4,800
Education.							
1965/6	$ e	$ 549	$ f	$ 900	$ 400	$ e	$ e
1966/7	"	645	"	950	500	"	"
1967/8	"	675	"	1,100	500	"	"
1968/9	"	765	"	1,150	500	"	"
1969/0	"	810	4,000	1,200	800	"	"
Engineering.							
1965/6	$ e	$ e	$ f	$ e	$ 400	$ e	$ e
1966/7	"	"	"	"	500	"	"
1967/8	"	"	"	"	600	"	"
1968/9	"	"	"	"	700	"	"
1969/0	"	"	19,200	"	1,000	"	"
English Language and Literature.							
1965/6	$ 3,600	$3,660	$ f	$3,000	$2,200	$10,715	$3,159
1966/7	3,900	4,300	"	3,000	2,500	12,600	3,510
1967/8	4,100	4,500	"	3,300	2,900	13,537	3,609
1968/9	4,600	5,100	"	3,600	3,000	14,600	6,380
1969/0	4,800	5,400	15,000	5,000	3,525	15,410	6,300

	Amherst	Bowdoin	Dartmouth[a]	Smith	Trinity[b]	Wesleyan[c]	Williams[d]
Geology and Geography.							
1965/6	$ 1,750	$1,220	$ f	$1,400	$ 400	$1,825	$ 170
1966/7	2,000	1,218	"	1,400	400	2,000	457
1967/8	2,200	1,275	"	1,500	400	2,251	759
1968/9	2,500	1,275	"	2,000	400	2,745	3,140
1969/0	2.800	1,350	15,000	2,500	650	2,990	3,500
German Language and Literature.							
1965/6	$ 1,800	$1,220	$ f	$ 800	$ 350	$1,290	$ 582
1966/7	1,900	1,433	"	1,200	400	1,500	313
1967/8	2,100	1,500	"	1,200	450	2.656	628
1968/9	2,300	1,700	"	1,500	500	3,060	1,086
1969/0	2,400	1,800	7,000	1,800	700	3.370	1,200
History and History of Science.							
1965/6	$ 4,450	$4,270	$ f	$5,500	$2,200	$8,457	$5,214
1966/7	4,675	4,658	"	6,000	2,500	10,400	5,694
1967/8	4,800	4,875	"	6,600	2,900	11,985	6,212
1968/9	5,500	5,525	"	7,680	4,000	14,500	7,618
1969/0	6,100	5,850	17,000	8,300	5,750	16,000	8,100
Mathematics							
1965/6	$ 1,300	$2,440	$ f	$1,020	$ 400	$5,765	$ 672
1966/7	1,600	2,866	"	950	500	9,500	774
1967/8	1,800	3,000	"	1,200	600	9,343	1,468
1968/9	2,100	3,400	"	1,400	700	11,000	2,989
1969/0	2,600	3,600	15,000	2,000	1,600	12,180	3,200

	Amherst	Bowdoin	Dartmouth[a]	Smith	Trinity[b]	Wesleyan[c]	Williams[d]
Medical and Health Sciences.							
1965/6	$ e	$ e	$ f	$ e	$ e	$ e	$ 72
1966/7	"	"	"	"	"	"	46
1967/8	"	"	"	"	"	"	31
1968/9	"	"	"	"	"	"	177
1969/0	"	"	46,000	"	"	"	210
Music							
1965/6	$ 1,000	$1,220	$ f	$2,800	$ 500	$ 1,920	$1,318
1966/7	1,100	1,290	"	2,900	600	18,300	1,226
1967/8	1,200	1,350	"	2,900	1,500	11,862	1,324
1968/9	1,500	1,445	"	3,200	1,500	11,780	2,892
1969/0	1,750	1,530	6,000	8,680	1,620	12,200	4,100
Philosophy							
1965/6	$ 1,100	$1,220	$ f	$ 550	$ 750	$ 1,575	$1,086
1966/7	1,200	1,433	"	920	850	1,700	1,465
1967/8	1,400	1,500	"	920	1,000	2,512	1,199
1968/9	1,400	1,700	"	1,000	1,000	2,630	1,947
1969/0	1,450	1,800	4,000	1,000	1,300	3,030	2,100
Physical Education							
1965/6	$ 200	$ 61	$ e	$ 200	$ 50	$ e	$ e
1966/7	200	72	"	200	50	"	"
1967/8	300	75	"	200	100	"	"
1968/9	300	170	"	250	100	"	"
1969/0	250	180	"	250	130	"	"

	Amherst	Bowdoin	Dartmouth[a]	Smith	Trinity[b]	Wesleyan[c]	Williams[d]
Physics							
1965/6	$ 2,750	$2,440	$ f	$2,200	$ 600	$ 4,165	$ 962
1966/7	3,000	2,866	"	2,200	750	4,700	1,223
1967/8	3,200	3,000	"	2,300	900	4,951	1,266
1968/9	3,900	3,400	"	2,400	1,500	7,680	4,692
1969/0	4,500	3,600	14,000	2,650	4,000	8,480	4,200
Political Science							
1965/6	$ 2,100	$2,440	$ f	$4,500	$1,300	$ 5,670	$3,715
1966/7	2,250	2,866	"	4,860	1,500	7,200	3,860
1967/8	2,500	3,000	"	5,250	2,000	7,507	4,600
1968/9	3,300	3,655	"	5,670	3,000	10,000	7,037
1969/0	3,500	3,870	15,000	6,100	3,800	11,040	7,500
Psychology							
1965/6	$ 1,300	$1,220	$ f	$1,250	$ 500	$ 2,920	$ 506
1966/7	1,700	1,433	"	1,550	600	4,200	595
1967/8	1,800	1,500	"	2,045	700	4,951	914
1968/9	2,000	1,785	"	1,940	800	6,200	2,949
1969/0	2,200	1,890	8,000	2,100	1,350	7,630	3,400
Religion							
1965/6	$ 850	$1,220	$ f	$ 800	$ 600	$ 1,630	$ 902
1966/7	950	1,433	"	1,000	750	2,100	1,320
1967/8	1,000	1,500	"	1,000	1,000	2,344	1,255
1968/9	1,200	1,785	"	1,368	1,200	2,750	1,912
1969/0	1,350	1,890	7,000	1,200	1,500	3,680	2,600

	Amherst	Bowdoin	Dartmouth[a]	Smith	Trinity[b]	Wesleyan[c]	Williams[d]
Romance Languages and Literature.							
1965/6	$ 3,075	$2,440	$ f	$3,975	$1,050	$3,345	$1,135
1966/7	3,275	2,866	"	4,300	1,200	4,000	1,495
1967/8	3,550	3,000	"	4,300	1,350	5,729	1,853
1968/9	3,950	3,400	"	4,800	1,500	6,600	2,910
1969/0	4,200	3,600	9,000	5,600	2,100	8,280	3,300
Russian Language and Literature.							
1965/6	$ 600	$ 488	$ f	$2,000	$ 200	$1,000	$ 555
1966/7	625	573	"	2,000	200	1,300	225
1967/8	650	600	"	2,050	200	1,830	687
1968/9	650	680	"	2,050	200	1,595	721
1969/0	650	720	5,000	2,100	200	2,760	900
Sociology and Social Work.							
1965/6	$ e	$1,220	$ f	$2,250	$ e	$ e	$ e
1966/7	"	1,290	"	2,600	"	2,800	"
1967/8	"	1,350	"	2,600	"	4,239	"
1968/9	1,200	1,530	"	2,800	"	4,200	"
1969/0	1,400	1,620	6,000	3,368	5,550	5,520	"

a. Dartmouth allocates nominally by department, except for Medicine and Engineering. Figures for 1969/1970 are estimates of total expenditures by subject. b. Periodical expenditures maintained separately until 1969/1970 estimates. c. Figures for 1967/1968 and 1968/1969 represent funds available (allocations plus or minus previous balance.) d. Figures represent total amounts spent 1965/1966-1968/1969. Periodical expenditures reported separately until 1968/1969. e. Not applicable. No allocation made. f. No previous estimates available. g. Included in Sociology allocation. h. Included in Physics allocation. i. Includes Barney Poetry Fund of $6,500 for 1965/1966, $8,000 for 1966/1967, and $8,500 for succeeding years. j. For College Health Service.

Table 5

Periodical Subscription by Department or Subject, 1969/1970, and Increase or Decrease Since 1965/1966.

	Amherst		Bowdoin		Trinity		Williams	
Anthropology	13	4	*		3	0	6	1
Art	45	8	16	8	51	18	25	0
Astronomy	32	-7	*		*		7	0
Biological sciences	120	14	71	13	51	17	117	46
Chemistry	46	3	27	9	55	6	37	11
Classics	31	2	18	5	21	2	24	7
Drama	9	3	*		*		*	
Economics	90	14	100	18	117	25	165	55
Education	*		44	5	54	20	*	
Engineering	*		*		37	16	*	
English Language and Literature	80	0	116	42	93	32	100	28
Geology and Geography	51	11	18	3	48	3	61	35
German Language and Literature	16	-5	14	1	**		10	2
History and History Science	62	5	88	39	89	29	74	20
Mathematics	45	7	49	15	36	13	20	4
Medical and Health Sciences	*		*		9	2	20	5
Music	15	4	25	11	15	10	20	5
Philosophy	44	0	40	9	45	16	41	12
Physical Education	7	-1	*		7	2	2	0
Physics	74	17	50	4	39	11	77	28
Political Science	78	25	99	15	81	22	166	31
Psychology	52	5	47	12	36	15	64	21
Religion	38	4	50	21	57	14	30	18
Romance Language and Literature	44	3	37	3	**		51	11
Russian Language and Literature	*		11	5	**		22	4
Sociology and Social Work	20	20	34	4	***40	6	*	

*No separate count.
**Inclusive modern language total, 1969/1970; 78, 21 added.
***General social sciences total.

The identification of important subjects not adequately represented within the consortium. Current American literature seems to be passed over lightly in favor of the established authors. An exhaustive collection of the total output from 1950 to the present should be available, including the underground press materials, the little magazines, the works of new authors, and even the newspapers with literary aspirations or pretensions. The last decade in particular will undoubtedly be studied for several generations by sociologists, political scientists, and others, as well as by literary historians, and this source material will be more difficult to locate with each passing year.

American music, especially folk music, has been neglected. Both Trinity and Williams have significant holdings in American music, and all colleges have experienced a renewed in American music through the interest in black studies. A comprehensive collection of American folk music, including scores, recordings, and musicological works seems to be a necessary bridge to the more specialized interests.

Although agriculture as such is not of interest to the CONVAL libraries, the diffuse nature of scientific periodical publishing and the splintering nature of the sciences has made agriculture and its related fields important to chemistry and biology. The State universities and colleges have been the principal sources for these materials.

Information on the policies and practices of the libraries with respect to the acquisition of research materials. No library had a written policy statement with respect to the acquisition of any type of material. If "research materials" refers to expensive sets or files, often retrospective in nature, then it was felt that the librarians exercised some control over their purchase if discretionary funds were used. However, it was felt also that little control over funds allocated to departments was exercised, and these constitute a high per centage of the total book budgets of all the libraries except Dartmouth. In 1969/1970, the following amounts were allocated for those twenty-six subjects or departments in Table 3: Amherst, $64,500 of $103,000, or about 2/3; Bowdoin, $53,730 of $77,000 or about 2/3; Smith, $82,648 of $127,998, close to 2/3; Trinity, $60,075 of about $100,000, almost 2/3; Wesleyan, $172,100 of $210,000 or almost 3/4; and Williams, $81,830 of $110,000, also close to 3/4 of the total. Of Dartmouth's estimated budget of $400,600, only $85,000 or less than 1/4 was allocated to the departments.

A major difference between Dartmouth and the other libraries is that Dartmouth collects materials in most areas in which instruction is offered, while the other libraries select. Four bibliographers at Dartmouth systematically cover the various disciplines which accounts for the major expenditure of the funds. Comparable collecting efforts might be found in the Music and perhaps the Art resources of Smith, and there are indications that Wesleyan will assume greater responsibility for developing its humanities and social science resources by having bibliographers devote full-time to those areas.

Exceptions to this general observation that the libraries exercise little control in the acquisition of materials are found in the special collections, which are usually developed at the discretion of

the librarian in charge, and in the use of endowed funds or income for specific collections or purposes.

It may also be noted in Table 3 that acquisition policies are sometimes clearly defined as a result of cooperative purchasing arrangements, as, for example, between Williams and the Clark Art Institute and Trinity and the Hartt College of Music. Similarly, the purchases of Amherst and Smith, especially of serials, would depend on their availability in the Hamprhire Inter-Library Center (HILC) or other colleges in the area.

Information on the policies regulating the retention or discard of library materials. Again, there were no written or specific policies reported. The usual practical methods of evaluation - duplication, condition, real or intrinsic worth - seemed to be the criteria for retention or disposal by an individual library, and modified by the known availability of materials and access to them as above.

III

Conclusions and Recommendations: A Program for Action

The basic conclusions are that the potential exists for significant cooperation among the CONVAL libraries because of the quality of their bibliographic resources, and that such a network of independent college libraries would form a strong and vital link with other similar institutions, with the publicly-supported institutions, including the state universities, colleges, and state libraries, and with regional and national cooperatives.

All the CONVAL libraries are presently participating in various formal and informal cooperative enterprises, and super-imposing CONVAL on these efforts should be viewed as complementary. Amherst and Smith are founding members of the Hampshire Inter-Library Center (HILC) which is based in the University of Massachusetts Library in Amherst. With the University of Massachusetts, Mount Holyoke, Hampshire College, and Forbes Library in Northampton also as participating members, the combined resources of HILC are outstanding, and the relative self-sufficiency of the area can be illustrated by the 1968/1969 inter-library loan requests from Smith. Of the 2,740 loan requests for that year, 879 were supplied by HILC, 602 from the University of Massachusetts, 378 from Amherst, 281 by Mount Holyoke, and 83 by Forbes, leaving 517 items that had to be supplied from without the area. HILC provides storage space for older research materials, subscribes to several hundred periodicals, and purchases occasional major sets.

Bowdoin, as one of the principal libraries in Maine, is included in the State teletype network, shares information on new acquisitions with Colby and Bates, and cooperates with the same libraries in the reproduction of library catalog cards.

Dartmouth is the major library in the upper Northeast. It is in the New Hampshire State teletype network and has teletype access to Countway Medical Library and through it to the National Library of Medicine. In addition, Dartmouth recently subscribed to membership in the Center for Research Libraries in Chicago. The records of inter-library loans for Dartmouth for 1964/1965 and later indicate that most of its requests are made of the larger libraries in the Northeast, but that moderate use of materials from Smith and Amherst was made annually. Amherst, Bowdoin, Smith, and Williams are frequent users of Dartmouth's resources.

Trinity is a member of a teletype network that includes Connecticut College, the Connecticut State Library, the University of Connecticut, Wesleyan, and Yale, whose total resources provide a great degree of self-sufficiency. In addition, Trinity has acquisition and use arrangements with the Hartford Seminary Foundation, the Institute of Living, the University of Connecticut Medical School, Rensselaer Polytechnic Center of Hartford, Hartt College of Music (of the University of Hartford) and the Connecticut State Library, and has daily messenger service with the United Aircraft Corporation.

Wesleyan is a member of the same teletype network as Trinity, has reciprocal borrowing privileges with Connecticut College for books used

in connection with the exchange program, and recently began a trial reciprocal borrowing program with the Hartford Seminary Foundation.

Williams has a cooperative acquisitions program in effect with the Clark Art Institute and reciprocal borrowing privileges with Bennington College.

Thus it appears that cooperation is not new to the CONVAL libraries, and that the resources of the region have been tapped. Two objectives of CONVAL would be to encourage cooperation where it occurs most naturally because of proximity and resources, and to make available the benefits of such cooperation available to other CONVAL members. For example, could Williams gain access to the Clark Art Institute for a Bowdoin student, and could the CONVAL libraries contribute to Dartmouth's annual subscription to CRL for the privilege of borrowing materials from it through Dartmouth?

Another basic conclusion, more cautious than negative, is that making CONVAL work will be a difficult task. The independent nature of the libraries dictates a system that does not make the libraries subservient to it, yet CONVAL must have some authority to act, if not independently, then certainly to the advantage of a majority of the libraries. Unanimity may never be achieved on every proposal; it is not necessary that all seven libraries participate in each and every enterprise. A pragmatic approach and program for CONVAL seems to be the proper beginning, and its existence for a reasonable period of time must be guaranteed to determine its worth. The inequalities that exist among the libraries, both in existing collections and in budgets, must be equalized, or disproportionate burdens will be placed on the larger libraries, who have in effect less to gain by cooperation than the smaller. The table below which summarizes the book and periodical budgets for the past five years indicates that the increments have been adequate, but that the bases for the increments were extremely small. It is an observation - not a recommendation - that a budget of less than $125,000 for any one of the CONVAL libraries could in no way support the programs and maintain the collections.

Table 6
Book and Periodical Budget Summaries, 1965/1966-1969/1970

	Amherst	Bowdoin	Dartmouth	Smith	Trinity	Wesleyan	Williams
1965/6	72,900	50,280	296,447	117,582	43,000	98,457	67,737
1966/7	80,150	60,993	318,522	119,290	50,000	139,457	78,253
1967/8	89,370	65,400	362,098	118,423	60,000	158,842	90,678
1968/9	99,500	73,000	473,198	121,000	75,000	182,668	103,182
1969/0	103,000	77,000	400,600	127,998	100,000	210,000	110,000

The following recommendations are made in the interest of having CONVAL a strong, responsive, and responsible cooperative. The first ia a repeat of the basic recommendation made in the Introduction, namely:

1. That the CONVAL librarians participate actively in the planning and deliberative sessions of the Fourteen College Program, the Pentagonal Colleges, the Four College Program, and other such groups in which one or more CONVAL is involved, and that the individual librarians participate to a greater degree in their local administrative

and educational planning. This recommendation is pivotal, not only to the degree of success that might be realized by CONVAL, but also to the overall quality and soundness of academic planning.

Because it would have to act for the CONVAL libraries as a legal entity, it is recommended:

2. That CONVAL be incorporated. As a corporation, CONVAL would be empowered to sign contracts and compacts, to seek funds for its own support, and to act otherwise in accord with the articles of confederation that would be agreed upon by the CONVAL librarians and the appropriate administrative officers of each college. Membership rules and qualifications for other libraries could also be included in the articles.

The work load that CONVAL would impose on the libraries could not be absorbed and performed by the present staffs. It is therefore recommended:

3. That a full-time Director be appointed, an office staff employed, and office space be provided in one of the CONVAL colleges. The Director would be responsible for implementing the recommendations made in this report (and subsequent recommendations of the CONVAL librarians and his own) for soliciting funds for the continuing operation of CONVAL, and for performing other duties as defined by the CONVAL librarians. He would report to the CONVAL librarians informally as required and file an annual report. His status as Director should be equal to that of the CONVAL librarians and his salary and fringe benefits should be on a par with theirs. The office staff for the first year might consist of only a secretary, with additional staff to be added as required. A more exact budget for the Director should be drawn up by the CONVAL librarians, including allocations for travel, office, and other expenses. As the Amherst-Northampton area is as close to a central location for the seven libraries as can be imagined, the office should be located on either the Amherst or Smith campus, preferably in one of the libraries. The additional advantage of this location is the proximity of HILC.

To offset the differences among the libraries, both in total size and budget, it is recommended:

4. That each library (or college) contribute equally to the operation of CONVAL. The initial contribution from each institution should be $6,000. The total would provide for the salaries and other operating expenses for the year. It is likely that outside funds will be available to underwrite some of the operating expenses, especially LSCA Title III funds, but good faith must be shown by the libraries. Equal contributions would help to erase the "poor cousin" status of the smaller libraries.

Because the benefits of cooperation cannot be realized immediately, and because the member libraries should be able to depend on the collective resources of CONVAL for a stated period of time, it is recommended:

5. That the continuation of CONVAL be guaranteed by the founding members for a period of five years, after which time a vote to dissolve it could be made. Full exploitation of the resources, the abilities of the library staff members, and the development of new programs could not be accomplished in less time. The reliance of the libraries on the continued availability of materials and services of the group, if it survived its infancy under the shadow of instant success, would be too cautious.

The following recommendations are made with respect to the proposals for cooperation described in the Introduction.

Assignments of collecting responsibilities. Limited success might be achieved in the informal level of agreements involving materials of peripheral interest to instruction and research. For example, the special collections librarians might meet (as they should) and exchange information on presses, catalogs, and similar materials, and possibly could agree that certain libraries have exhaustive holdings of certain presses and types of catalogs.

However, the main interest is probably in the curriculum-related subject areas. The feeling is that little of significance can be accomplished unless the conditions of the first recommendation are met. Secondly, it is apparent that the library staffs and the teaching and research faculties often function independently so that one group has no idea what the other is doing, although the common purpose is to build library collections. So that assignments of collecting responsibilities might be possible at a later date, it is recommended:

6. That each library write an acquisitions policy statement. This would require the cooperation of the library staff, the teaching and research faculty members, and members of the administration. Levels of interest in all subject areas, special interests, and changes in instruction and emphases could be noted. An annual review and revision of the statement would guarantee that the collections were being developed with some purpose and direction in mind, and annual reviews of all statements by the CONVAL Director and the librarians might permit shifting assignments from one library to another.

Because the impending shift toward coeducation might tend to cause some curricular revisions in several of the CONVAL colleges, Smith's obvious interests in botany and childhood education might soon be shared, and a recommendation that Smith collect in those two areas might be ill-advised.

With the exception of medicine, which Dartmouth will undoubtedly continue to collect, and engineering, which again Dartmouth is the prime repository of materials and will continue to collect, the general areas of collecting are competitive among the colleges, save for a few. Trinity expressed an interest in popular American fiction genres, including science fiction, detective stories, and "Western" fiction. Two of the subjects identified as being inadequately represented within CONVAL, current American literature and American folk music, certainly fall within the province of interest and responsibility of the group. The investment that Wesleyan has made in contemporary poetry should be extended to include all current American literature, and the American music holdings of Trinity and Williams indicate that a division of responsibility for collecting American folk music might be made advantageously. Therefore, to assign collecting responsibilities to subject areas that are so far non-competitive, it is recommended:

7. That Trinity collect exhaustively in the popular American fiction genres including science fiction, detective stories, and "Western" stories; that Wesleyan collect exhaustively in current American literature, especially during the period of 1950 to the present, and including the underground press publications and all other materials of possible research interest; that Trinity begin a comprehensive collection of American folk music recordings and that Williams assume the

responsibility for collecting related works on musicology and biography.

It seems advisable to depend on the State universities for the applied science resources previously mentioned as a lack in CONVAL.

These recommendations are purposely modest as they might be achieved with relative ease. More precise identification of interests is required by the various administrations and faculties before other assignments can be made, as they will depend on the allocation of programs and courses.

Expansion of inter-library loan. A distinction must be made between inter-library loan and personal use of the libraries. The first is the use of another library's resources in one's own library, and the second implies the use of another library, including the personal withdrawal of materials. It is possible that Bowdoin and Wesleyan, for example, could agree on reciprocal use of resources and never transact a loan, but it seems to be a matter of local control and agreement if two neighboring libraries in CONVAL wish to institute free use of each other's libraries. The experience of HILC in this matter must be heeded. However, because of the difficulties in securing loans for undergraduates, and because of the rather fickle nature of lending libraries, it is recommended:

8. That all CONVAL libraries honor conventional inter-library loan requests for all classes of borrowers within the system, following, of course, their usual practices of making materials available to their own communities as a first priority.

Block loans of materials for extended periods of time seems desirable within certain limitations. There should be a reasonable guarantee that the materials would not be needed at the lending library for the period. On the other hand, academic planning should consider the existing sources before approving courses and programs; if adequate resources do not exist, the courses and programs should not be approved.

If there is an individual need for the use of a large amount of material held by one library, it would be to the advantage of the lending library and the user to have it used at the source. For-example research requiring the resources of the Sophia Smith Collection could best be conducted at Smith. For this reason, it is recommended:

9. That if serious research needs for any class of borrower within the system dictate the use of a particular CONVAL collection, CONVAL should attempt to underwrite the expenses of such use at the source.

It is likely that most inter-library loan librarians have determined the best sources for borrowing certain types of materials, and to insist that they try CONVAL libraries first might be a disservice to the users and an additional burden to the librarians. However, they might discover sources within CONVAL by the occasional perusal of Table 3, and a later recommendation made under the following proposal might help to increase the reliance on loans within the system.

Improvements of communications and delivery between and among the libraries. Ease and speed of communication are prerequisites for effecting cooperation. Teletype is ideally suited for such communication between and among libraries, in that a written message is transmitted (which may be consulted later, filed, or copied) quickly, combining the virtues of mail and telephone without their inconveniences. The CONVAL libraries with teletype installations have shown significant increases in their inter-library lending and borrowing after the installations were made. Bowdoin doubled both materials borrowed and lent (1967/1968, 314

and 365; 1968/1969, 616 and 757) and similar increases have been recorded for Dartmouth, Trinity and Wesleyan. In addition to inter-library loan requests, reference inquiries can be made and information of common interest can be transmitted. As the use of teletype seems to both facilitate and encourage inter-library lending, it is recommended:

10. That teletype units be installed in Amherst, Smith, and Williams, and that the necessary changes in the circuitry be made in the units at Bowdoin, Dartmouth, Trinity, and Wesleyan to effect intra- and inter-state connections between and among all CONVAL libraries.

It is further recommended:

11. That CONVAL libraries fully exploit these teletype networks to provide access to or information on the locations of materials requested. For example, Bowdoin should attempt to locate a Maine document through its State teletype service, and Wesleyan would attempt to locate an item believed to be held by Yale. The libraries should act as switching units to other resources and collections when possible.

The idea of a round-robin delivery system has merit, but not for the seven CONVAL libraries alone. The round-trip distance from Wesleyan to Brunswick to Dartmouth to Williams to Amherst-Northampton to Trinity and return is approximately 650 miles, a two-day drive for even the best truck driver if deliveries had to be made, and under ideal conditions, which seldom obtain during the academic year. It does not appear that the expense of such a delivery service would be justifiable for some time, until the volume of borrowing increases considerably and if additional libraries shared the expenses. A north-south and east-west grid pattern might hold some future promise, and, of course, local arrangements using college vehicles could be made.

Relocation of collections. This is closely allied to the assignment of collecting responsibilities, and would require that the conditions of the first recommendation be met and that the sixth recommendation be understood and implemented. An obvious example is Trinity's geology collection: No instruction is offered at the present, and has not been for several years. Yet there is no guarantee that geology will not be offered in 1972, and the collection is wisely maintained.

A sound start at relocation might be the judicious weeding of the various collections, at a level consistent with the recommendation for the assignment of collecting responsibilities. Each library has scattered holdings of little consequence which might be discarded, or, if it is found that when combined, the scatterings make usuable collections, they might be held by a CONVAL library or offered for sale or exchange to an interested library not in the system. For example, Wesleyan recently weeded several thousand state documents from the West and Midwest, extremely incomplete holdings from 1890-1920, and offered them to appropriate university and state libraries for shipping costs. All but a few were claimed.

The following subject areas and kinds of materials were common to the CONVAL libraries which might be weeded or combined for possible relocation: Education, including college catalogs, incomplete and discontinued series, textbooks in education and in other subjects below college level. Religion, including sectarian materials such as records, incomplete and discontinued periodicals, sermons, popular materials.

Documents, primarily scattered holdings in subject fields of low interest, and incomplete files. Agriculture, consisting of old how-to-do-it books and some federal documents. Engineering, including dated texts and treatiises, popular periodicals of no interest to the history of science and technology. Military and naval science, including rafts of training manuals. Medicine, including textbooks, popularizations, and some materials of historical value.

It is conceivable that weeding of these kinds of materials would serve several purposes. It would create a few strengths from weaknesses, it would help to clear shelf space in some libraries, and it would help to foster the reliance of the CONVAL libraries on shared resources by providing information on the location of particular materials. Few libraries offered materials for sale, exchange, or transfer in response to the questionnaire. However, with the knowledge of their availability in other libraries, a great deal of material might be so moved.

Along with the weeding, libraries might express their wants. For example, Dartmouth might request for particular periodicals or types of materials for its History of Medicine Collection. To effect the weeding, relocation, and disposal of materials, it is recommended:

12. That the CONVAL Director monitor, through the teletype, offerings of materials for exchange or transfer, and that he attempt to place them in the appropriate libraries, based on their expressed interests, or offer them for exchange or sale to libraries outside the system.

Joint storage of materials. This proposal, if it must include the construction of a central storage facility, seems prohibitively expensive at this time, and it seems doubtful that it would be of immediate benefit to all or even most of the libraries. Amherst and Bowdoin occupy relatively new buildings, not spacious, but not over-crowded. Dartmouth is planning for two new divisional libraries. Wesleyan is completing a new science library which will provide some storage space until the new main library is completed within the next decade. Smith and Trinity seem to have the most serious space problems. The previous recommendation might reduce the need for a storage facility for a few years, and it is possible that CONVAL might gain access to HILC and other large collections on a guaranteed basis and preclude the need for storage for some time. An alternative recommendation is therefore made:

13. That the CONVAL Director investigate the possibilities of making compacts with HILC and the New England Depository for access to those collections and for possible limited storage, and that he make compacts as required that would guarantee access through CONVAL to the large collections of Harvard, Yale, and other large libraries in the region.

Joint acquisition of materials. This proposal is related to the assignments of collecting responsibilities and the relocation of collections, and, with them, depends for its success on the adoption of the first recommendation. The sixth recommendation would also help to focus attention on the limitations of joint acquisitions. An acquisitions policy statement is necessary to frame a reasonable but firm policy that would distinguish between ownership of materials and access. For example, the smaller libraries with undergraduate programs in chemistry might justify their periodical subscriptions to 75 or 100 limits, and have access to the larger resources at Dartmouth or Wesleyan. Copies of articles might be provided on a fee basis, or they might subsidize the subscriptions in excess of 75 or 100 titles held by the larger lib-

raries for the guarantee of unlimited free copies.

It is recommended:

14. That each library inform other CONVAL libraries by teletype of its intent to purchase volumes or sets whose purchase prices are $200 or more, and that all libraries be informed of intentions to purchase retrospective files of periodicals or sets. The first would be informative, and would make member libraries aware of the intention to purchase titles, which they may then feel need not be purchased. The second would permit libraries holdings retrospective periodicals or sets to inform the library intending to purchase them of their existence within CONVAL, which may preclude their purchase or might allow for an exchange, transfer, or sale within the system.

Two other possibilities for joint acquisitions seem worthy of consideration. Conversations with one major book wholesaler, indicated that additional discounts might be realized if all or some of the CONVAL libraries would order in-print trade books from one source. The discount range mentioned was from 2-5%, which would be a worthwhile savings for any library. It is recommended:

15. That the CONVAL Director, acting on behalf of the libraries who so desire, receive and approve bids for the supplying of in-print U. S. trade books at the best possible combination of discounts and service.

For the better identification of those materials not owned by individual libraries, and not owned by CONVAL libraries but whose frequency of usage indicates that they should be available within the system, it is recommended:

16. That inter-library loan requests be monitored by the CONVAL Director for the purpose of identifying materials or kinds of materials that should be available within the system. These materials would be purchased with CONVAL funds and placed in those libraries with appropriate subject holdings or according to the frequency of use.

This recommendation might be accomplished by the use of the teletype, or by batching and copying requests for later analysis.

The following recommendations are not classifiable under the proceeding topics but worthy of consideration. Inquiries about collections and access to them would be simplified if all the CONVAL libraries used the L. C. system. It is recommended:

17. That Amherst and Smith undertake a reclassification project to the Library of Congress classification system, and that Bowdoin, Dartmouth, and Wesleyan bring theirs to a changeover with all possible speed. Information on the process may be shared, and it would be desirable if positions could be created with LSCA Title III funds.

Only Dartmouth has a collection and budget that warrants the application of automation to its operation at this time. However, many benefits of automation might be realized by all the CONVAL libraries, especially if Dartmouth's research indicates that its automation potential might be adequate to include all libraries' serials records, perhaps at some future date the shelf-lists. Looking to the future, it is recommended:

18. That Dartmouth be designated as the CONVAL Research Center for Automation. With its approval, after its own system is developed, it could be subsidized in part by CONVAL or by fees paid directly by individual libraries for work performed.

Implications for the Future

This Report has recommended certain means of inter-library cooperation which, if adopted, would improve the availability of resources to the member colleges. Actual savings in book and periodical expenditures would be marginal; savings would more likely be realized in the availability of more titles in the consortium because of reduced duplication and more specialization.

CONVAL will undoubtedly find it advantageous to form working relationships with the New England Library Information Network (NELINET) which includes the state university libraries in the region and other cooperatives. A system of networks appears to be in the offing for the Northeast that will eventually include the major academic, state, public, and special libraries. The experience gained in working with other libraries will help to isolate the real from the imaginary needs of libraries and their users.

Although the subject matter of this Report is confined to discussing cooperation among a group of private college libraries, the suggestion is made here that the problems affecting academic libraries are often symptomatic of more serious and unsettling questions facing higher education. Discussions among the higher administrative officials of the private and public colleges and universities could certainly do no harm, and sounder concepts of academic planning might develop.

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APPENDIX A

(Subject divisions for volume count, taken from U. S. Library of Congress. Subject Cataloging Division. Outline of the Library of Congress Classification. Rev. and enl. ed. of "Outline Scheme of Classes." Washington, 1942.)

A	General works - Polygraphy
B-BD; BH-BJ	Philosophy
BF	Psychology
BL-BX	Religion
C	History - Auxiliary sciences
	History and topography (except America)
D	General history
DA	Great Britain
DB	Austria-Hungary
DC	France
DD	Germany
DE	Classical antiquity
DF	Greece
DG	Italy
DH-DJ	Netherlands
DK	Russia, Poland, Finland
DL	Scandinavia
DP	Spain and Portugal
DR	Turkey and the Balkan States
DS	Asia
DT	Africa
DU	Australia and Oceania
DX	Gipsies
E	America (general) and the United States (general)
	United States (local) and America except the United States
G-GB	Geography
GC	Oceanology and oceanography
GF-GT	Anthropogeography, anthropology
GV	Sports and amusements
H	Social sciences (general)
HA	Statistics
HB-HJ	Economics
HM-HX	Sociology
J	Political science
K	Law
L	Education
M	Music
ML	Literature of music
MT	Musical instruction and study
	Fine arts
N	General
NA	Architecture

NB	Sculpture and related arts
NC	Graphic arts in general
ND	Painting
NE	Engraving. Prints
NK	Art applied to industry
	Language and literature
P	Philology and linguistics (general)
PA	Classical languages and literature
	Modern European languages
PB	General works, Celtic languages and literature
PC	Romance languages
	Germanic (Teutonic) languages
PD	General, Scandinavian
PE	English. Anglo-Saxon. Middle English
PF	Dutch, Flemish, Afrikaans, Friesian, German
PG	Slavic. Lithuanian-Lettish. Albanian
PH	Finno-Ugrian, Basque languages and literature
	Oriental languages and literatures
PJ	Egyptian. Coptic. Hamitic. Semitic
PK	Indo-Iranian. Indo-Aryan. Iranian
PL	Languages and literatures of Eastern Asis, Oceania, Africa
PM	American Indian languages. Artificial languages
	Literature
PN	Literary history and collections (general)
PQ	Romance literature
PR	English literature
PS	American literature
PT	Teutonic literatures
PZ	Fiction and juvenile literature
Q	Science (general)
QA	Mathematics
QB	Astronomy
QC	Physics
QD	Chemistry
QE	Geology
QH	Natural history
QK	Botany
QL	Zoology
QM	Human anatomy
QP	Physiology
QR	Bacteriology
R	Medicine
S	Agriculture - Plant and animal industry
T-TL	Technology. Engineering
TN	Mineral industries. Mining and metallurgy
TP	Chemical technology
TR-TX	Photography. Manufactures. Domestic science
U	Military science
V	Naval science
Z	Bibliography and Library Science

APPENDIX B

1) Current periodical subscriptions:
   a. Please give count of current subscriptions by broad subject area (chemistry, art, history). This count may be based on classification or department subscription.
   b. Approximately how many titles have been added to each subject area for the past five years?

2) Documents:
   a. Federal. Depository status of library _____. Systems of classification or housing bulk of documents_____. Est. vol. count_____.
   b. Please provide approximately the same information as above for U. N. documents.
   c. Do you acquire and maintain collections of State, county, or municipal documents? If yes, briefly explain scope. If no, do you believe that you have good access to such materials at other libraries?

3) Non-book materials: Please identify by kind of material(musical recording, spoken record, film strips, prints, etc.) with approximate count and significant subject or concentration, if known.

4) Inter-library cooperation:
   a. Conventional inter-library loans. Please give records of transactions for past five years, and indicate, if possible, the subject areas, types of materials, etc. most borrowed and loaned.
   b. Briefly describe any cooperative agreements or projects that you now participate in, formal or informal, giving such information as purpose, effectiveness, costs, and sources of support. In what ways do you think these efforts could be improved?

Appendix C

CONVAL SURVEY

1) _____Degree (s) offered

2) Est. no. bd. vols._____and per. subs._____ 1969/70 budget_____

3) Indicate the general adequacy of the collections to support the program or degrees offered.

	Below average	Average	Above average
Undergrad.			
Masters			
Ph.D.			
Fac. res.			

4) Are there special strengths within this division?

5) If there are weaknesses within this division, please describe them.

6) What are the current emphases of instructional and research interests?

7) List several major sets or other resources (including microform) that would be of interest to other CONVAL Libraries.

8) Do you have materials in this division no longer of interest locally that is available (sale, gift, deposit, exchange) to other CONVAL Libraries?

9) Please use space below and verso for additional information, such as descriptions of present collections, projections of future support, etc.